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ABSTRACT

This program includes an extensive series of learning activities designed to improve students' skills in many areas of English, including expository and creative writing, literature appreciation, vocabulary, listening and speaking, research, and reading. Each activity sheet indicates the subject of the activity, its classification, the number of participants required (from one to "any number"), and its prerequisites. The activity sheets also provide a description of the activity and the learning objectives for it, and list materials needed and step-by-step activities. Worksheets and discussion questions are included for many of the activities. An introductory section informs students how they may select the activities they wish to complete within each of seven subject areas, explains the point system on which the program is based, and shows how students determine their course grades by earning specified numbers of points. (GW)

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L. A. M. P.

(Learning Activities Multi-choice Program)

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PACKET GUIDE

The Packet Program

The packet program is planned to give a much wider variety of learning experiences than would be possible under traditional classroom instruction while at the same time giving you more teacher guidance than most "individual instruction" programs.

Variety may well be the key word to the new program, for just as there will be a variety of activities offered, there will also be a variety of methods used. Not all work need be done on an individual basis; there are a number of kinds of group activities as well as work which can be done alone. "Mini-courses" will perhaps be the closest to traditional classroom discussions and activities.

Freedom Within a Framework

YOU will have greater freedom to select which particular books, papers, poems, and language skills you will work on, while THE TEACHER will guide you to a balanced program of subject matter. This will be accomplished through the color-key approach. The packets are divided into seven categories, each in a different color. For example, speaking skills are in blue packets, writing in green. You are required to do some work in six of the colors (categories), but exactly what work you do will be up to you. However, THE TEACHER RESERVES THE RIGHT AT ALL TIMES TO GUIDE ANY STUDENT TOWARDS PACKETS WHICH THE STUDENT MAY NEED.

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Grading

YOU will determine your course grade. The entire packet program is on a point system. YOU earn the points, YOU get the grade. Your grade will be determined by the following scale:

	60-hour semester	90-hour semester
A =	106 to 120 points	159 to 180 points
B =	91 to 105 points	136 to 158 points
C =	76 to 90 points	115 to 135 points
D =	60 to 75 points	90 to 114 points
F =	less than 60 points OR an unbalanced program	less than 90 points OR an unbalanced program

A balanced program consists of dividing your work into the following percentages:

WHITE = 25%
GREEN = 20%
YELLOW= 5%
GOLD = 5%
BLUE = 10%
PINK = 10%
Total 75%
Electives 25%

The seventh color (category) is BUFF and there is no required percentage. Buff is optional; it may be selected as part or all of your 25% electives, if desired.

Since the six color requirements listed total 75%, you are free to choose the remaining 25% from ANY of the seven colors.

How does this break down to actual points you need in one color? Choose the grade you want and think you can accomplish (be realistic) and then balance your work according to percentages. FOR INSTANCE:

Suppose you will be happy with a "C". You plan to earn 80 (120)* points. You will need 20 (30) points in white packets to earn your 25%, you will need 16 (24) points in green, 8 (12) in pink, etc. Earning the correct percentages of your total will give you a balanced program.

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*the first number given is for 60-hour semesters; the number in parentheses is for 90-hour semesters

Maybe you are more ambitious and want an "A". Suppose you plan a 120 (180) point program. You will need 30 (45) points in white packets, 24 (36) in green, 12 (18) points in pink, etc. Earning the correct percentages of your total will give you a balanced program.

AN UNBALANCED PROGRAM ENDANGERS YOU WITH THE POSSIBILITY OF NOT PASSING THE COURSE.

PROGRAMS NEED BE BALANCED ONLY UP TO 120 (180) POINTS. If you wish to go beyond 120 (180) points and you have done balanced work up to 120 (180) points (per semester), anything beyond 120 (180) points may be in any color you wish.

ANYONE EARNING OVER 125 (190) POINTS PER SEMESTER WILL RECEIVE A SPECIAL CERTIFICATE OF MERIT as well as the deserved grade of "A".

Also, any points beyond 120 (180) may be carried over to the next semester. However, they may be credited only to the same color in which they were earned. Suppose, for instance, you reached your balanced program of 120 points two weeks before the end of the semester, then went on to earn 10 additional green points and 15 additional white points. The following semester you would begin your work with 10 green and 15 white points already earned.

This procedure may be repeated each semester to the last semester of high school English. At that time, if you have accumulated a surplus of 120 (180) or more points, you will be given an award for outstanding performance in English.

The packets themselves, and the tests given at the end of packet study, will not be graded. The only letter grade involved in this packet study course will be the course grade assigned according to the number of points earned. Unit tests given after packet study is completed must be passed by 75%. In the event a student fails to achieve 75% on a unit test, he may, after special help from the teacher, take a second (and different) test, which must be passed by 75%. If necessary, a third test may be taken; if the student fails to pass all three tests, he must abandon that particular packet. HOWEVER, the teacher will be helping the student study for these tests; it is to be hoped that one or two tries will be all any student needs.

In the case of non-test packets, the work must be satisfactory to the teacher's standards, but will be UNGRADED.

Decoding the numbers

All packets have a composite number-letter-number identification. The first number (before the letters) is the catalog number. All packets are filed according to this number.

The letters indicate the classification of the packet. For instance, DRMA designates DRAMA, SCIF = SCIENCE FICTION, SPDR = SPECIAL DRAMA, VCTN = VICTORIAN NOVEL, etc. These letters will help you know what kind of packet you are working on.

The last set of numbers (after the letters) lets you know which grade or grades may work on the packet. 912 means that anyone from 9 through 12 may do the packet, while 1112 means that that packet is restricted to juniors and seniors.

Let's look at a couple of actual packet numbers to see just how this system works:

LAP # 86-BIOG-912

What does this tell us? First, that the actual catalog number of the Learning Activities Packet is 86. It will be filed under # 86. BIOG tells us that this is a BIOGraphy study; and finally, 912 means that any student grades 9 through 12 may work on this packet. Now, if you want to see whose biography it is and what work is required, you will look up # 86 in the catalog and find that this study of Mark Twain involves viewing a film about the author.

LAP # 3407-DRMA-1012

First, the catalog number is 3407, this is how the packet will be filed. Then DRMA designates DRAMA, while 1012 restricts this packet to only sophomores, juniors, and seniors. Looking this number up in the catalog will tell you that the play WE BOMBED IN NEW HAVEN is worth seven points.

IN VERY RARE CASES A STUDENT MAY BE GIVEN SPECIAL PERMISSION TO WORK ON A PACKET OUTSIDE THE DESIGNATED GRADE LEVEL, BUT THIS WILL BE THE EXCEPTION, NOT THE RULE. If you feel qualified to deserve this exception, obtain permission from your teacher.

Selecting the packets

The catalog is the key to the system. The catalog lists the packets, the number of points for each packet, and usually indicates the kind of work involved in the packet. Your first step, then, is to consult the catalog. Here is where you will do your "shopping" for the kind of work you want to do.

A number of catalogs will be available for your use in the room. AT NO TIME IS A CATALOG TO BE TAKEN FROM THE ROOM.

At the beginning of the semester you will be given a plan sheet. Take time to browse through the catalog (but don't take forever) to select those packets which interest you. On the plan sheet write down the numbers of the packets you would like to study; also write down the number of points each packet is worth. This will help you to plan ahead for the course grade you want. This plan sheet does not bind you to the packets you originally choose, but any time you change your mind you should up-date your plan sheet. For instance, if at first you think you would like to read the Victorian novel David Copperfield, but later decide you would rather read Great Expectations, please mark this change on your plan sheet. Your plan sheet is important to your work for the semester, so KEEP IT — and keep it accurate.

Before actually beginning work on any packet, check with your teacher.

The packets are filed numerically in the filing cabinet.

After the teacher has approved your choice of a packet, get the packet from the drawer and work on it.

SOME OF THE PACKETS ARE RESTRICTED TO SPECIAL CLASSES. All DRAT packets are restricted to students in drama classes only. All MUSA and ARTA packets are restricted to students in humanities classes only.

A STUDENT MAY RECEIVE POINTS FOR ANY GIVEN PACKET ONLY ONCE. No points will be given for work done previous to the packet. (If you read Black Like Me last year for a book report, don't do a Black Like Me packet.) No work done for other classes is to be submitted for credit in this class.

Procedure

After you have selected a packet to work on, being sure that it is not a restricted packet closed to your class, and have checked with the teacher, you are ready to go to work. The following suggestions may be helpful:

1. Check the list of materials needed. You may need to special-order a film or tape. Be sure you have the things you need.
2. It may be helpful to study the worksheet questions before and during your course of study.
3. Follow the steps listed under "Activities".
4. Arrange for unit tests when you are ready. You would do well to always wait to ask for unit tests until after your worksheet has been corrected so that if there are any points you misunderstood you will have the correct answers before you take your test.
5. When you have completed the packet work, check with the teacher to be sure your points have been recorded. At that time the teacher should initial your packet as proof that you have completed the work.

Notebooks

ALL PACKET STUDENTS MUST HAVE LOOSE-LEAF NOTEBOOKS WHICH WILL REMAIN IN THE ENGLISH ROOM THROUGH THE YEAR. These notebooks, WHICH ARE NOT TO LEAVE THE ROOM, will serve three purposes:

1. The plan sheet will be kept in the notebook.
2. All packets completed will be kept in the notebook.
3. Any collections called for may also be filed in the notebook.

Turn-in

TESTS NEVER LEAVE THE ROOM. When you have completed a test turn it in to the teacher. When it is corrected it will be shown to you for your perusal, BUT THE TEACHER KEEPS THE TESTS.

AT THE END OF THE SEMESTER ALL PACKETS MUST BE TURNED IN.

If you have any part of your work you wish to keep (poetry collections, cartoon collections, etc.) make arrangements with your teacher about this.

Special helps (The teacher's role)

If you have trouble obtaining any of the materials you need for a packet, ASK THE TEACHER TO HELP YOU. Many of the books, articles, and films may be available only by special arrangement through the teacher. Feel free to ask assistance in finding these things.

If any part of your studies in this class is unclear, ASK THE TEACHER TO HELP YOU. Whether your problem is the Packet Guide, use of the catalog, or materials in the packets (or anything else) feel free to ask for help.

If you have trouble understanding or answering the worksheets, ASK THE TEACHER TO HELP YOU. When you have completed a worksheet have the teacher check it. Test questions are based on the worksheet material, so it is a good idea to be sure you are on the right track BEFORE you take a test.

If, for any reason, you fail to make 75% on your first unit test of any packet, be sure to have the teacher explain exactly why you did not pass. Be sure you understand the answers correctly so that you will pass your second test.

Confusion or Improvement?

These eight pages may seem a bit complicated when you first meet the plan of the packet program, but it is sincerely hoped that as you work with and into this new system you will find that it offers you greater variety, opportunity, and interest. No magic wand can make a gift of knowledge to the apathetic student, but a wealth of material is available to you through your school, so, to quote a most outstanding work of literature, "Seek and ye shall find."

PLAN SHEET

Name ______________________________

Class ______________________________

Semester ______________________________

Proposed Grade ______________________________

PACKETS

LAP #	__ Points	LAP #	__ Points
LAP #	__ Points	LAP #	__ Points
LAP #	__ Points	LAP #	__ Points
LAP #	__ Points	LAP #	__ Points
LAP #	__ Points	LAP #	__ Points
LAP #	__ Points	LAP #	__ Points
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LAP #	__ Points	LAP #	__ Points
LAP #	__ Points	LAP #	__ Points
LAP #	__ Points	LAP #	__ Points

WHITE

Literature

ABOG
BIOG
CMPL
CRIT
DRGB
DRGI
GTHN
HISN
HUMR
IRAC
MODN
NONF
PHIL
RABI
RACN
SCIF
SOCF
SPEC
SSTO
STAN
VCTN
WTCN

Humanities

ARTA
MUSA

Drama

DRAT
DRMA
DRMS
HSTT
MUSC
PLYW
SOCD
SPDR

GREEN

Writing

CRWR
EXPW

YELLOW

Poetry

POBI
POET

PINK

Science of the Language

GRMR
HISL
SMNT
SPPR
VOCN

BLUE

Speaking and Listening

CLUB
CONV
LIST
SPEE

BUFF

Reading

RDNG
MGST

GOLD

Techniques

BUSL
RSCH
SOCL
SOCO

LAP # 4501-EXPW-9 Points: 2

Subject: "A DAY IN THE LIFE OF A FRESHMAN SIX INCHES TALL"
Classification: Expository writing
Participants: one
Prerequisites: none

You probably have written many autobiographical papers — "How I Spent My Summer", etc. Now you are to write another autobiographical account. You are a freshman. Write about one day in your life now, ONLY there is one small detail you will need to take into account. For some reason (which you may or may not choose to explain) you are ONLY SIX INCHES TALL ! Tell about it. The length of your paper will depend on what you have to write, but give it some real effort.

The object of this learning activity is for you to write an imaginative paper in a clear manner, using your best written English correctly.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper; you may or may not choose to write a rough draft at this stage.

II. Write your paper.
Be sure you have covered your subject well.
Check your paper for mistakes.
Make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you by your teacher, put it in your notebook.

LAP # 4503-EXPW-9 Points: 2

Subject: "MY FAVORITE . . ."
Classification: Expository writing
Participants: one
Prerequisites: none

How often do you suppose you have used the words "my favorite"? You have many favorite things. How you choose to narrow this subject down to just which favorite thing or things you will write about for this paper will be up to you.

The object of this learning activity is for you to write a coherent paper using your best English clearly and correctly.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper; you may or may not choose to write a rough draft at this stage.

II. Write your paper.
   Be sure you have covered your subject well.
   Check your paper for mistakes.
   Make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you, put it in your notebook.

LAP # 4504-EXPW-9 Points: 3

Subject: "TEN YEARS FROM NOW I WILL . . ."
Classification: Expository writing
Participants: one
Prerequisites: none

What are your plans for the future? Where do you think you will be ten years from this year? From this month? From today? What do you think you will be doing?

The object of this learning activity is for you to write a conjectural paper, using your best written English.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper. You may wish to make notes or even write a rough draft.

II. Write your paper carefully, covering your subject in a clear and orderly manner. Check for mistakes and, if necessary, make a corrected copy.

III. Turn in your packet to your teacher, after you have stapled your paper to this sheet WITH THIS SHEET ON TOP.

IV. When your packet is returned to you, put it in your notebook.

LAP # 4505-EXPW-9 Points: 2

Subject: "THE ROBOTS OF TOMORROW"
Classification: Expository writing
Participants: one
Prerequisites: none

What if you were offered your very own robot? Would you be afraid or delighted -- or maybe a little of both? Would you think of all the things your robot could do for you -- the chores you could turn over to your mechanical friend? Would you consider your machine a new companion? Would you fear being replaced by your robot, either in the interest and affection of the people you care about or in your feeling of usefulness?

The object of this learning activity is for you to write a paper in which you clearly state your opinions about robots as they may affect your personal life or the lives of all the people who might have to contend with a robot-accepting society.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper. Decide just how you will approach your subject.
II. Write your paper. (Or get your robot to write it for you. . . . Don't have your robot yet? . . . sorry 'bout that.)
III. Staple your paper to this sheet WITH THIS SHEET ON TOP.
IV. Turn in your packet to the teacher.
V. When your packet is returned to you, put it in your notebook.

LAP # 4507-EXPW-9 Points: 2

Subject: "WHEN I MARRY"
Classification: Expository writing
Participants: one
Prerequisites: none

Right now your marriage may seem such a far distant thing in your future that it is hard for you to take the subject seriously. Still the thought of one day marrying has probably crossed your mind. Do you know now what kind of person you hope to marry? Have you definite ideas about what you expect of your marriage?

The object of this learning activity is for you to give some thought to your future and your goals, and for you to gain further practice with your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper. What points do you want to make? Don't plan to put in material which does not belong in your paper — in other words, don't stray from your subject.

II. Write your paper carefully, using your best written English.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you, put it in your notebook.

LAP # 4509-EXPW-9 Points: 2

Subject: "WHY I WISH I HAD A WOMBAT"
Classification: Expository writing
Participants: one
Prerequisites: none

Think what a joy it would be to have your very own wombat! Wouldn't your days be fuller, richer? Wouldn't your life be more complete?

The object of this learning activity is for you to write a light-hearted paper with an imaginative flair.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper. Decide what you want to say before you decide how you will say it.

II. Write your paper.
Check for mistakes.
If necessary, make a corrected copy.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you, put it in your notebook.

LAP # 4510-EXPW-9 Points: 2

Subject: "WHY I'M GLAD I DON'T OWN A WOMBAT"
Classification: Expository writing
Participants: one
Prerequisites: none

Have you ever stopped to think how fortunate you are that you don't have to put up with a wombat? Think how complicated your life might be if you had your own wombat!

The object of this learning activity is for you to write a light-hearted paper with an imaginative flair.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper. Decide what you want to say before you decide how you will say it.

II. Write your paper carefully, checking for mistakes. Make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you, put it in your notebook.

LAP # 4516-EXPW-9 Points: 2

Subject: "MY DUMBEST CHRISTMAS PRESENT"
Classification: Expository writing
Participants: one
Prerequisites: none

Let's face it: not every gift falls into the "it's-just-what-I-always-wanted" category. Think about your dumbest Christmas present. Did you get it or give it?

The object of this learning activity is for you to write a paper using your best written English.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper; you may or may not choose to write a rough draft at this stage.

II. Write your paper.
 Be sure you have covered your subject well.
 Check your paper for mistakes.
 Make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you, put it in your notebook.

LAP # 4518-EXPW-9 Points: 2

Subject: "IF I HAD MY WAY"
Classification: Expository writing
Participants: one
Prerequisites: none

This title should suggest to you some things you would like to see happen. Or perhaps you can think of other ways to handle this topic. You will need to decide the specific focus you will use for this subject.

The object of this learning activity is for you to gain practice at using your best writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper carefully.

II. Write your paper, checking for mistakes. Make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you, put it in your notebook.

LAP # 4519-EXPW-9 Points: 2

Subject: "MY WEEK ON MARS"
Classification: Expository writing
Participants: one
Prerequisites: none

Of course you haven't really spent a week on Mars (have you?) — but what if you had? Or what if you WILL? (Your lifetime may be filled with many wonders yet.)

The object of this learning activity is for you to write an imaginative and interesting paper.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper carefully. This paper is to be AT LEAST ONE WHOLE PAGE in length, so develop some ideas.

II. Write your paper, checking for mistakes, and make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you, put it in your notebook.

LAP # 4523-EXPW-9 Points: 3

Subject: "FRIENDSHIP"
Classification: Expository writing
Participants: one
Prerequisites: none

What does "FRIENDSHIP" mean to you? Does this word make you think of some friend who is special to you? Do you think others around you need to develop better skills in demonstrating friendship? Does the word call to your mind famous friendships of the past? There are many ways you could handle this subject. Be sure you approach the subject with a unified plan before you write your paper.

The object of this learning activity is for you to gain further practice with your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper carefully.

II. Write your paper using your best written English.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4525-EXPW-9 Points: 2

Subject: "I WOULD LIKE TO INVENT . . ."
Classification: Expository writing
Participants: one
Prerequisites: none

We live in an age of rapid increase in technological development, but there are things which have not been invented yet — maybe something which you would find very useful or enjoyable. What is it that you would like to invent?

The object of this learning activity is for you to gain further practice with your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper. This paper should be at least one full page, so prepare to develop your idea.
II. Write your paper carefully, correcting any mistakes.
III. Staple your paper to this sheet WITH THIS SHEET ON TOP.
IV. Turn in your packet to the teacher.
V. When your packet is returned to you put it in your notebook.

LAP # 4528-EXPW-9 Points: 2

Subject: "THE FISH THAT GOT AWAY"
Classification: Expository writing
Participants: one
Prerequisites: none

Fish stories have come to be synonymous with truth-stretching or unreliability. "Sounds pretty fishy to me." Can you really trust the report of a fisherman? And if the fish got away, what possible proof is there of whatever may have been true?

The object of this learning activity is for you to tell your particular fish story — and we'll never know: maybe you are telling the truth!

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper. Decide what you will include and what you will exclude from your tale.

II. Write your paper carefully, using your best written English.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4533-EXPW-9 Points: 2

Subject: "I'LL NEVER FORGET THE TIME . . . "
Classification: Expository writing
Participants: one
Prerequisites: none

There are many times that are clear in your memory. Choose one about which you wish to write.

The object of this learning activity is for you to write a clear paper, using your best English correctly.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper; you may or may not choose to write a rough draft at this time.

II. Write your paper.
  Be sure you have covered your subject well.
  Check your paper for mistakes.
  Make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4535-EXPW-9 *Points:* 2

Subject: "IF I WERE A . . . "
Classification: Expository writing
Participants: one
Prerequisites: none

We all like to daydream about the things we would do if conditions were different for us than they are. Choose one of your daydreams and write about it.

The object of this learning activity is for you to write a clear paper using your best English correctly.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper; you may or may not choose to write a rough draft at this time.

II. Write your paper, checking for mistakes, covering your subject clearly and well. If necessary make a corrected copy.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4537-EXPW-9 Points: 2

Subject: OPEN

Classification: Expository writing

Participants: one

Prerequisites: no less than three packets chosen from LAP # 4501-EXPW-9 through LAP # 4536-EXPW-9

You have already written three or more papers to meet the requirements listed as a prerequisite for this packet. You have chosen an OPEN packet because you wish to write on some subject not otherwise available to you.

The object of this learning activity is for you to gain further practice with your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Choose a subject for this paper. Do not be too general. "Life" or "The World" would be much too broad to manage. Even such areas as "Recreation" or "Ecology" would need to be pared down to a more specific approach to be manageable as a subject for a paper. Think about just exactly what your subject will be and what you want to say about it.

II. Check the suitability of this subject with your teacher.

III. Write your paper carefully, using your best written English.

IV. Staple your paper to this sheet WITH THIS SHEET ON TOP.

V. Turn in your packet to the teacher.

VI. When your packet is returned to you put it in your notebook.

LAP # 4538-EXPW-9 Points: 2

Subject: OPEN
Classification: Expository writing
Participants: one
Prerequisites: LAP # 4537-EXPW-9

You have already written one OPEN SUBJECT paper; you should understand what is involved in this assignment.

The object of this learning activity is for you to gain further practice with your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Bearing in mind the advice of LAP # 4537-EXPW-9 concerning the size of your subject, select a subject for your paper.

II. Check the suitability of this subject with your teacher.

III. Write your paper carefully.

IV. Staple your paper to this sheet WITH THIS SHEET ON TOP.

V. Turn in your packet to the teacher.

VI. When your packet is returned to you put it in your notebook.

LAP # 4539-EXPW-9 Points: 2

Subject: EXTENSION
Classification: Expository writing
Participants: one
Prerequisites: any packet from LAP # 4501-EXPW-9 to
LAP # 4550-EXPW-9

This packet is to be used in conjunction with another writing packet. By adding this packet to another you may increase your total of points to reflect extra effort in length or value.

The object of this learning activity is to extend your skill at writing.

Materials needed: one other Expository Writing packet
a paper which has extra value

ACTIVITIES:

I. When you have completed the activity packet and written paper that precede this packet, staple this page ON TOP of the other green page.

II. Turn in your composite packet to the teacher.

III. When your packet is returned to you put it in your notebook.

LAP # 4541-EXPW-9 Points: 2

Subject: PICTURE PAPER
Classification: Expository writing
Participants: one
Prerequisites: none

Visual encounters can inspire verbal reactions. To write a good PICTURE PAPER respond carefully and significantly to the picture which inspires your writing. Do not tell the obvious — that is, those features of the picture which the viewer can see for himself, but delve more imaginatively and meaningfully into the areas of thought which the picture inspires in you.

A good way to begin may be to ask yourself questions about what it is that you are seeing. What do you see and what does it mean? Look for relationships, not only within the picture, but also to other facets of life or experience beyond the limits of the picture itself. When you feel that you have answers to the questions you have asked yourself then you are ready to begin to write.

The object of this learning activity is for you to respond with words to a visual stimulus.

Materials needed: a picture
pen and paper

ACTIVITIES:

I. Choose carefully a picture of sufficient interest to inspire you to thinking. You may choose your picture from Stop, Look, and Write, or a magazine, an art print, or some other source.

II. Check with your teacher to be sure your picture is suitable for this assignment.

III. Write a paper which is thoughtful, careful, and correct.

IV. Staple your paper to this sheet WITH THIS SHEET ON TOP.

V. Turn in your packet to the teacher.

VI. When your packet is returned to you put it in your notebook.

LAP # 4551-EXPW-10 Points: 2

Subject: "I AM . . . "

Classification: Expository writing

Participants: one

Prerequisites: none

You are so many different things that there is no way you could fully cover the subject "I AM . . ." in one semester's writing. Therefore, you will have to focus this topic down very narrowly, covering only some part of the infinite number of possibilities suggested by the title. Before you start to write be sure you have whittled your subject down to a manageable size.

The object of this learning activity is for you to write well and carefully on some limited aspect of a potentially huge subject area.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper; you may or may not want to write a rough draft at this stage.

II. Write your paper, covering your subject carefully. Check your paper for mistakes, making a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you by the teacher, put it in your notebook.

LAP # 4552-EXPW-10 Points: 2

Subject: "MY FAVORITE . . . "

Classification: Expository writing

Participants: one

Prerequisites: none

You have lots of favorite things. Choose one of your favorite things to be the subject of this paper and tell about it in as interesting a manner as you can.

The object of this learning activity is for you to write an interesting paper using your best written English.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper, being sure you have a manageable subject.

II. Write your paper, checking carefully for mistakes. If necessary make a corrected copy.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4555-EXPW-10 Points: 3

Subject: "THE THINGS THAT REALLY COUNT"
Classification: Expository writing
Participants: one
Prerequisites: none

Some things are more important than others. How do you arrange your values? Which means most to you: money, friends, love, peace, honesty, promptness? The list could go on and on. Consider those things which you consider to be most important.

Or perhaps you will want to handle this subject differently. Perhaps you do not want to approach it from a personal point of view but would rather manage your paper from a community or national point of view.

The object of this learning activity is for you to ponder values and priorities, and for you to gain practice with your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper so that you know what you want to express and how you want to express it.

II. Write your paper carefully.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4558-EXPW-10 Points: 2

Subject: "NEIGHBORS"
Classification: Expository writing
Participants: one
Prerequisites: none

When you think of NEIGHBORS do you think of the people who live next to you — the closest house? the closest farm? Or do you think of your fellow man who is a neighbor on this planet? You will need to decide how you want to approach this subject before you begin to write your paper.

The object of this learning activity is for you to gain further practice with your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper.
II. Write your paper carefully.
III. Staple your paper to this sheet WITH THIS SHEET ON TOP.
IV. Turn in your packet to the teacher.
V. When your packet is returned to you put it in your notebook.

LAP # 4561-EXPW-10 Points: 3

Subject: "STUDENT INVOLVEMENT"
Classification: Expository writing
Participants: one
Prerequisites: none

A timely topic now, STUDENT INVOLVEMENT should be of interest to you as a student. What are your ideas on the subject?

The object of this learning activity is for you to write a clear and coherent paper using your best written English.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper; you may or may not choose to write a rough draft at this stage.

II. Write your paper carefully, checking for mistakes. Make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you by your teacher, put it in your notebook.

LAP # 4562-EXPW-10 Points: 2

Subject: "THE MOST BEAUTIFUL THING . . . "
Classification: Expository writing
Participants: one
Prerequisites: none

You have seen so many beautiful things; you have heard beautiful things; you have known beautiful things. Choose some beautiful thing that has really impressed you and write about it.

The object of this learning activity is for you to write a paper using your best English.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper; you may want to write a rough draft at this stage.

II. Write your paper.
   Be sure you have covered your subject clearly.
   Check your paper for mistakes.
   Make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4563-EXPW-10 Points: 2

Subject: "THE GAME WE ALMOST . . . "

Classification: Expository writing

Participants: one

Prerequisites: none

The title could suggest any number of things to you. You will need to narrow it down. What kind of game? Who were "we"? What almost happened?

The object of this learning activity is for you to write a clear and careful paper.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper.

II. Write your paper, checking for mistakes. If necessary make a corrected copy.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4564-EXPW-10 Points: 2

Subject: "I WOULD LIKE TO INVENT . . . "
Classification: Expository writing
Participants: one
Prerequisites: none

Can't you think of lots of things that need to be invented? Silly things or serious things, helpful things or luxurious things. What would YOU like to invent?

The object of this learning activity is for you to write a paper using your best English.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper. You may wish to write a rough draft.

II. Write your paper carefully, being sure to cover your subject clearly. Check your paper for mistakes, making a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4567-EXPW-10 Points: 2

Subject: "WHEN I WAS LITTLE . . . "
Classification: Expository writing
Participants: one
Prerequisites: none

We all have many memories of things that happened when we were little. Since you have chosen to do this packet you probably have some special things already in mind.

The object of this learning activity is for you to write a careful paper using your best writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper. Decide just what materials you will use and what you will not choose to include in the paper.

II. Write your paper using your best written English.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your paper is returned to you put it in your notebook.

LAP # 4570-EXPW-10 Points: 2

Subject: "I APPRECIATE . . . "
Classification: Expository writing
Participants: one
Prerequisites: none

This title might suggest a number of things to you — perhaps things for which you are grateful. Think about this topic and decide just how you will handle it as the subject of a paper.

The object of this learning activity is for you to gain further practice at writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper carefully. Be sure your ideas are arranged in a logical order.
II. Write your paper using your best written English.
III. Staple your paper to this sheet WITH THIS SHEET ON TOP.
IV. Turn in your packet to the teacher.
V. When your packet is returned to you put it in your notebook.

LAP # 4574-EXPW-10 Points: 3

Subject: "LAUGHTER"
Classification: Expository writing
Participants: one
Prerequisites: none

There are many ways you could approach this subject. You could describe, analyze, remember — the list could go on. The first thing you will want to do is decide just how you will handle the topic.

The object of this learning activity is for you to gain practice with your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper carefully. Be sure you have your particular focus on this topic well thought out.

II. Write your paper using your best written English.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4575-EXPW-10 Points: 3

Subject: "THE PERSON I MOST ADMIRE"
Classification: Expository writing
Participants: one
Prerequisites: none

You may have admiration for an actual person, or you may admire characteristics which might be abstracted to a "model" person: a kind of person whom you would admire. What kinds of things do you consider admirable?

The object of this learning activity is for you to consider traits and characteristics which you value.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper. This paper should be at least A PAGE AND A HALF in length, so develop your thought.
II. Write your paper carefully. Check for and correct any mistakes.
III. Staple your paper to this sheet WITH THIS SHEET ON TOP.
IV. Turn in your packet to the teacher.
V. When your packet is returned to you put it in your notebook.

LAP # 4580-EXPW-10 Points: 3

Subject: "DON'T FALL OFF THE WORLD"
Classification: Expository writing
Participants: one
Prerequisites: none

The title of this packet could suggest many different things. It could mean "Hang in there" or "Don't let things upset you" or "Don't get messed up in the space program" or — well, the list could go on and on. What does it suggest to you?

The object of this learning activity is for you to gain practice at your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper carefully. The paper should be at least a PAGE AND A HALF IN LENGTH. Develop your ideas.
II. Write your paper carefully, checking for and correcting any mistakes.
III. Staple your paper to this sheet WITH THIS SHEET ON TOP.
IV. Turn in your packet to the teacher.
V. When your packet is returned to you put it in your notebook.

LAP # 4581-EXPW-10 Points: 2

Subject: OPEN

Classification: Expository writing

Participants: one

Prerequisites: two or more packets chosen from LAP # 4551-EXPW-10
through LAP # 4580-EXPW-10

You have already written two or more papers to meet the requirements listed as a prerequisite. You have chosen an OPEN packet because you wish to write on some subject not otherwise available to you.

The object of this learning activity is for you to gain further practice with your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Choose a subject for this paper. Do not be too general; "Life" or "The World" would be much too broad to manage. Even such areas as "Recreation" or "Entertainment" would need to be pared down to a more specific approach to be manageable as a subject for a paper. Think about just exactly what your subject will be and what you want to say.

II. When you have chosen a subject check with the teacher to be sure it is suitable in size and shape.

III. Write your paper carefully, using your best written English.

IV. Staple your paper to this sheet WITH THIS SHEET ON TOP.

V. Turn in your packet to the teacher.

VI. When your packet is returned to you put it in your notebook.

LAP # 4582-EXPW-10 Points: 2

Subject: OPEN
Classification: Expository writing
Participants: one
Prerequisites: LAP # 4581-EXPW-10

You have already written one OPEN SUBJECT paper; you should understand what is involved in this assignment.

The object of this learning activity is for you to gain further practice with your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Bearing in mind the advice of LAP # 4581-EXPW-10 concerning the size of your subject, select a subject for your paper.

II. Check the suitability of this subject with your teacher.

III. Write your paper carefully.

IV. Staple your paper to this heet WITH THIS SHEET ON TOP.

V. Turn in your packet to the teacher.

VI. When your packet is returned to you put it in your notebook.

LAP # 4591-EXPW-10 Points: 2

Subject: PICTURE PAPER
Classification: Expository writing
Participants: one
Prerequisites: none

Visual encounters can inspire verbal reactions. To write a good PICTURE PAPER respond carefully and significantly to the picture which inspires your writing. Do not tell the obvious — that is, those features of the picture which the viewer can see for himself, but delve more imaginatively and meaningfully into the areas of thought which the picture inspires in you.

A good way to begin may be to ask yourself questions about what it is that you are seeing. What do you see and what does it mean? Look for relationships, not only within the picture but also to other facets of life or experience beyond the limits of the picture itself. When you feel that you have answers to the questions you have asked yourself then you are ready to begin to write.

The object of this learning activity is for you to respond with words to a visual stimulus.

Materials needed: a picture
pen and paper

ACTIVITIES:

I. Choose carefully a picture os sufficient interest to inspire you to thinking. You may choose your picture from STOP, LOOK, AND WRITE, or a magazine, an art print, or some other source.
II. Check with your teacher to be sure your picture is suitable for this assignment.
III. Write a paper which is thoughtful, careful, and correct.
IV. Staple your paper to this sheet WITH THIS SHEET ON TOP.
V. Turn in your packet to the teacher.
VI. When your packet is returned to you put it in your notebook.

LAP # 4592-EXPW-10 Points: 2

Subject: PICTURE PAPER
Classification: Expository writing
Participants: one
Prerequisites: LAP # 4591-EXPW-10

In LAP # 4591-EXPW-10 you were told how to go about writing a PICTURE PAPER. With this method in mind, you may now choose a different picture and write another paper.

The object of this learning activity is for you to respond with words to a visual stimulus.

Materials needed: a picture
pen and paper

ACTIVITIES:

I. Choose a picture from any of the sources listed in packet # 4591-EXPW-10.

II. Check with your teacher to be sure that your picture is suitable for this writing assignment.

III. Write a paper which is thoughtful, careful, and correct.

IV. Staple your paper to this sheet WITH THIS SHEET ON TOP.

V. Turn in your packet to the teacher.

VI. When your packet is returned to you put it in your notebook.

LAP # 4650-EXPW-12 Points: 2

Subject: "THE ROLE OF WOMEN"
Classification: Expository writing
Participants: one
Prerequisites: none

The title of your paper may seem to suggest Women's Lib, but this is not necessarily the case. Women have played some role throughout all history, and you may treat the title in this respect, i. e., the role of women at any given time or any place. Certainly a new role is emerging for women, and this, too, may be quite independent of Women's Lib. Or you may choose to tackle the subject at the burnt-bra level. At any rate, you will want to pin your subject down to a manageable size before you start to write.

The object of this learning activity is for you to write a paper using your best techniques of grammar, clear thinking, and coherent logic.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper; be sure you have your subject narrowed down enough — don't try to write ALL about the role of women or you won't be finished in time to graduate.

II. Write your paper carefully, checking for mistakes, and make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4660-EXPW-12 Points: 4

Subject: "THE MEANING OF LIFE"
Classification: Expository writing
Participants: one
Prerequisites: none

You have chosen to consider a universal problem which has puzzled men through all ages. What is the meaning of life? You may be still seeking an answer to that question. Perhaps you have an answer. Perhaps your answer today will differ from your answer in a few years. Your answer may be very different from mine.

The object of this learning activity is for you to try to formulate your views on the meaning of life.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper carefully. This paper should be worth some serious thought.

II. Write your paper carefully. Check for mistakes. Turn in a correct paper.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP 4664-EXPW-12 Points: 2

Subject: "I PLAN TO . . . "
Classification: Expository writing
Participants: one
Prerequisites: none

As a Senior you are probably asked time and time again what your plans are for the future. This is a subject to which you have, no doubt, given much thought.

The object of this learning activity is for you to gain additional practice with your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper. Decide just how you wish to approach this topic.

II. Write your paper carefully using your best written English.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4668-EXPW-12 Points: 3

Subject: "WHAT CAN WE HOPE FOR?"
Classification: Expository writing
Participants: one
Prerequisites: none

This title could suggest any number of things to you. How will you approach this subject? You could handle it from a personal viewpoint: what can your family hope for? what can your group hope for? etc. Or you may take it as a larger "we" — what can we as a nation hope for? what can the world hope for? etc. Decide just how you will manage the subject.

The object of this learning activity is for you to write a clear thoughtful paper using your best writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper carefully.

II. Write your paper, checking it for mistakes. Make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4669-EXPW-12 Points: 3

Subject: "A SIGNIFICANT AUTHOR"
Classification: Expository writing
Participants: one
Prerequisites: none

There have been a number of significant authors (SHAKESPEARE is certainly an excellent example) who have contributed to the thinking of men. What authors do you consider significant and why? Choose one about whom you wish to write.

The object of this learning activity is for you to practice your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper. How will you develop your ideas?

II. Write your paper carefully.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4671-EXPW-12 Points: 3

Subject: "THE JOB MARKET"
Classification: Expository writing
Participants: one
Prerequisites: none

As Seniors, you are very close to the serious matter of supporting yourselves. Some of you will go on to college or trade school in order to better prepare yourself for this goal. Some of you will go directly to work.

What kinds of work are available now? What kinds of training are required for the kind of work in which you are interested? What does the near future hold for you as far as job possibilities are concerned? What about the long-range possibilities?

Or perhaps you would rather treat this subject less from a personal point of view and would rather comment upon national economy as reflected in employment opportunities. Or maybe you would even like to approach this paper as a consideration of futuristic employment opportunities. It will be up to you to decide how you wish to handle this subject.

The object of this learning activity is for you to write a careful, thoughtful paper.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper.

II. Write your paper carefully. Check for mistakes. Make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4673-EXPW-12 Points: 2

Subject: "IF I COULD CHANGE ONE THING"
Classification: Expository writing
Participants: one
Prerequisites: none

There are probably many things you would like to change; choose one on which you wish to concentrate.

The object of this learning activity is for you to write a clear and orderly paper using your best written English.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your paper; you may choose to write a rough draft at this stage.

II. Write your paper.
Be sure you have covered your subject well.
Check your paper for mistakes.
Make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.
Be sure your name is on this sheet, too.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4677-EXPW-12 Points: 3

Subject: OPEN

Classification: Expository writing

Participants: one

Prerequisites: two or more packets chosen from LAP # 4651-EXPW-12 through LAP # 4676-EXPW-12

You have already written two or more papers to meet the requirement listed as a prerequisite. You have chosen an OPEN packet because you wish to write on some subject not otherwise available to you.

The object of this learning activity is for you to gain further practice with your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Choose a subject for this paper. Do not be too general; "Life" or "The World" would be much too broad to manage. Even such areas as "Recreation" or "Entertainment" would need to be pared down to a more specific approach to be manageable as a subject for a paper. Think about just exactly what your subject will be and what you want to say.

II. Write your paper carefully, using your best written English.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4691-EXPW-12 Points: 2

Subject: PICTURE PAPER
Classification: Expository writing
Participants: one
Prerequisites: none

Visual encounters can inspire verbal reactions. To write a good PICTURE PAPER respond carefully and significantly to the picture which inspires your writing. Do not tell the obvious — that is, those features of the picture which the viewer can see for himself, but delve more imaginatively and meaningfully into the areas of thought which the picture inspires in you.

A good way to begin may be to ask yourself questions about what it is that you are seeing. What do you see and what does it mean? Look for relationships, not only within the picture, but also to other facets of life or experience beyond the limits of the picture itself. When you feel that you have answers to the questions you have asked yourself then you are ready to begin to write.

The object of this learning activity is for you to respond with words to a visual stimulus.

Materials needed: a picture
pen and paper

ACTIVITIES:

I. Choose carefully a picture of sufficient interest to inspire you to thinking. You may choose your picture from STOP, LOOK, AND WRITE, or a magazine, an art print, or some other source.

II. Check with your teacher to be sure your picture is suitable for this assignment.

III. Write a paper which is thoughtful, careful, and correct.

IV. Staple your paper to this sheet WITH THIS SHEET ON TOP.

V. Turn in your packet to the teacher.

VI. When the packet is returned to you put it in your notebook.

LAP # 4692-EXPW-12 Points: 2

Subject: PICTURE PAPER
Classification: Expository writing
Participants: one
Prerequisites: LAP # 4691-EXPW-12

In LAP # 4691-EXPW-12 you were told how to go about writing a PICTURE PAPER. With this method in mind, you may choose a different picture and write another paper.

The object of this learning activity is for you to respond with words to a visual stimulus.

Materials needed: a picture
pen and paper

ACTIVITIES:

I. Choose a picture from any of the sources listed in LAP # 4691-EXPW-12.

II. Check with your teacher to be sure your picture is suitable for this assignment.

III. Write a paper which is thoughtful, careful, and correct.

IV. Staple your paper to this sheet WITH THIS SHEET ON TOP.

V. Turn in your packet to the teacher.

VI. When your packet is returned to you put it in your notebook.

LAP # 4701-EXPW-912 Points: 2

Subject: COMPOSITION WITHOUT WORDS
Classification: Expository writing
Participants: one
Prerequisites: none

Thinking is the first step in any form of communication. Without thought there can be no intelligent communication. Although verbal communication is the most common form used by people, there are other ways to express thoughts and feelings. Music and art, dance, pantomime are such forms of communication.

The object of this learning activity is for you to express an idea without the use of words.

Materials needed: old magazines or any other source from which you may obtain pictures to cut out

large sheet of paper on which you may paste the selected pictures

paste or glue

ACTIVITIES:

I. Obtain old magazines, catalogs, brochures, or any suitable source from which you may cut out pictures.

II. Choose a theme which your composition will be about.

III. Cut out pictures which you can use to express your theme.

IV. Paste the pictures onto the large blank paper, arranging them for the best possible expression of your idea.

V. Write your name on the BACK of your picture. With a paper clip fasten this sheet TO THE FRONT OF YOUR COMPOSITION.

VI. Turn in your picture to the teacher personally - DO NOT TRY TO PUT THE COMPOSITION IN THE WIRE BASKET.

VII. When this sheet is returned to you file it in your notebook.

LAP # 4702-EXPW-912 Points: 2

Subject: COMPOSITION WITHOUT WORDS
Classification: Expository writing
Participants: one
Prerequisites: LAP # 4701-EXPW-912

When you did LAP # 4701-EXPW-912, you were told how to make a COMPOSITION WITHOUT WORDS. In this packet you will have an opportunity to do another such composition.

The object of this learning activity is for you to express an idea without the use of words.

Materials needed: old magazines or any other source from which you may obtain pictures to cut out

large sheet of paper on which you may paste the pictures you select

paste or glue

ACTIVITIES:

I. Obtain old magazines, catalogs, brochures, or any suitable source from which you may cut out pictures.

II. Choose a theme which your composition will be about.

III. Cut out pictures which you can use to express your theme.

IV. Paste the pictures onto the large blank paper, arranging them for the best possible expression of your idea.

V. Write your name on the BACK of your composition. With a paper clip fasten the composition sheet to this sheet WITH THIS SHEET ON TOP.

VI. Turn in your picture to the teacher personally - DO NOT TRY TO PUT IT IN THE WIRE BASKET.

VII. When this sheet is returned to you file it in your notebook.

LAP # 4751-CRWR-9 Points: 1

Subject: CHARACTER SKETCH
Classification: Creative writing
Participants: one
Prerequisites: none

Don't you find people interesting? (I make this assumption because you chose this packet.) Many of us enjoy watching people at shopping malls, in bus depots — wherever a variety of people are observable. Sometimes it is interesting to surmise more about a person than we see in a passing encounter. From a parade of passing strangers could you readily identify the poet, the grief-stricken, the cross-patch, the noble? To consider people is to consider variety.

What about one person? Is there not variety there, too? No real person is ever just one simple thing. Perhaps it is this complexity that arouses our interest in a person.

The object of this learning activity is for you to write a sketch about a real or an imagined person which will afford the reader this sense of interest in complexity. Give your character depth. This does not have to mean a deep psychological study, but much can be implied through small details. "Gnarled old hands", for instance, can imply work, years, even roughness, or arthritis. What can you build from details?

Materials needed: pen and paper

ACTIVITIES:

I. Plan your sketch; it might help to jot down a list of the main features you want to be sure to include.

II. Write your paper. Check your paper for mistakes. Make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4752-CRWR-9 Points: 1

Subject: SIMPLE SCENE
Classification: Creative writing
Participants: one
Prerequisites: none

In your mind picture a scene as clearly as you can. You will probably do best if you choose a scene you have actually seen, although you may creatively vary it somewhat. Whether you choose an actual or an imagined scene, write about it in such a way that the reader will also see it clearly. Give details which will help to focus the scene clearly in the reader's imagination.

The object of this learning activity is for you to gain skill at writing clearly.

Materials needed: pen and paper

ACTIVITIES:

I. Plan your scene; it might help to jot down a list of the main features you want to be sure to include.

II. Write your paper.
Check your paper for mistakes.
Make a corrected copy if necessary.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4753-CRWR-9 Points: 1

Subject: SIMPLE EVENT
Classification: Creative writing
Participants: one
Prerequisites: none

A SIMPLE EVENT could be any one of a number of things: a person receiving a gift, someone buying a train ticket, a lady picking flowers, a man waxing his car, etc. — the list could go on and on. Choose any SIMPLE EVENT as the subject of this creative writing assignment.

The object of this learning activity is for you to write a clear, concise narrative of one SIMPLE EVENT, using your best written English.

Materials needed: pen and paper

ACTIVITIES:

I. Choose any one SIMPLE EVENT as your subject for this paper.

II. Write your paper. Be sure that you give enough detail to present the scene and action clearly to the reader. Check your paper for mistakes and, if necessary, make a corrected copy.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4756-CRWR-9 Points: 2

Subject: VIGNETTE
Classification: Creative writing
Participants: one
Prerequisites: none

Unlike a short story, which must consider elements of plot, character, and setting, a VIGNETTE is not confined to a definite plot or any definite form. A VIGNETTE is "a little portrait" — a small piece of writing that captures a moment in time. It can be an incident, a scene, or a feeling. It is free from requirements of form.

The object of this learning activity is for you to further develop your writing skills.

Materials needed: pen and paper

ACTIVITIES:

I. Think about what you want your vignette to portray.
II. Write your vignette carefully, using your best writing skills.
III. Staple your paper to this sheet WITH THIS SHEET ON TOP.
IV. Turn in your packet to the teacher.
V. When your packet is returned to you put it in your notebook.

LAP # 4775-CRWR-912 Points: 3

Subject: "ASSIGNMENT IN SEATTLE"
Classification: Creative writing
Participants: one
Prerequisites: none

Told that this is to be a creative writing assignment, and given the title "ASSIGNMENT IN SEATTLE" — how many things are open to you? What kind of writing can you do?

Probably the first thing that occurs to you is the idea of writing a short story, and that would be all right, but first, consider some of these other possibilities:

- a poem
- a play script
- a monologue
- a dramatic reading
- a visual presentation
- an audio-collage
- a "stream of consciousness" prose writing

The object of this learning activity is to encourage you to respond creatively to an initial suggestion, in this case the title for your creation.

Materials needed: pen and paper or a cassette recorder and tape
or whatever you may need to create the effect you want

ACTIVITIES:

I. Decide what effect you wish to create. Decide how you can best accomplish this effect.

II. Produce your creation.

III. Present your finished product, with this packet (be sure your name is on each item), to the teacher.

IV. When your packet is initialed and returned to you, put it in your notebook.

LAP # 4779-CRWR-912 Points: 3

Subject: "MY CROOKED CROWN"
Classification: Creative writing
Participants: one
Prerequisites: none

Creativity can express itself in many ways. Listed below are some ideas of ways which would be acceptable for this assignment:

- a paper
- a story
- a poem
- a song
- a dramatic reading
- a play
- an audio-visual presentation
- a monologue

The object of this learning activity is to encourage you to respond creatively to an initial suggestion, in this case the suggested title.

Materials needed: whatever you need in order to accomplish your purpose, such as pen, paper, cassette tape and recorder, etc.

ACTIVITIES:

I. Decide what effect you wish to create. Decide how you can best accomplish this effect.

II. Produce your creation.

III. Present your finished product, with this packet (be sure your name is on each item), to the teacher.

IV. When your packet is initialed and returned to you, put it in your notebook.

ITEM #02

LAP # 4151-VOCB-912 Points: 2

Subject: INTRODUCTION TO VOCABULARY
Classification: Vocabulary
Participants: one
Prerequisites: none

The object of this learning activity is to prepare you for exercises in vocabulary study (LAP # 4152-VOCB-912 through LAP # 4200-VOCB-912) by presenting general introductory vocabulary information.

The following information is directly quoted from the 1972 World Book Encyclopedia, Volume 20:

> VOCABULARY is the total number of words in a language. It is also the collection of words a person knows and uses in speaking or writing.
>
> The vocabulary of a language is always changing and growing. As life becomes more complex, people devise or borrow new words to describe man's activities. The total vocabulary of the Anglo-Saxon language, from which English stems, included roughly 50,000 words. No one knows the exact number of words in the English vocabulary today, but it contains at least 600,000.
>
> A person has two kinds of vocabularies. His active or use vocabulary consists of words he uses in speaking or writing. His passive or recognition vocabulary consists of words he understands when listening or reading. A person's recognition vocabulary is often many times larger than his use vocabulary. This means he understands words he hears or reads that he does not habitually use in speaking or writing. For Americans, the average use vocabulary is 10,000 words, but the average recognition vocabulary is 30,000 to 40,000 words.
>
> A person builds his vocabulary throughout his life. Studies have shown that a child entering school may know only from 3,000 to 4,000 words. But by the time he has completed college, he may use or understand from 10,000 to 30,000 words.

> The range of a person's vocabulary is a clue to his culture, education, and general intelligence. Control over words is often the same as control over the ideas the words represent. The dictionary is an important tool for increasing your vocabulary. If you encounter a word you do not know, look it up and find out what it means and how it is used.

The above quotation is the entire World Book entry under VOCABULARY. Below are listed selected quotations from the Encyclopedia Americana:

> The vocabulary of a language is a record of the way a people breaks up its experiences into manageable units. Much cultural prehistory can be worked out on the basis of vocabulary. There are two main classes of words — native words (those handed down from the past) and borrowed or loan words (those taken over from some other people). Trade routes, migrations, the spread of customs, and so on, can be learned from this latter class. When languages split and grow apart from one another, the words that are related can still be identified; these words are called cognates. The length of time that the languages have been separated can be estimated on the basis of changes in the central vocabulary. Such a study lies in the new field called glottochronology or lexicostatistics.
>
> English has the richest vocabulary of any language in the world. It has borrowed words so freely that it has been accused of "unscrupulous parasitism". In the Old English period, before 1100 A.D., the language had over 50,000 words, but most of these were lost in the chaos of the Norman Conquest, only the grammatical core words and those in central use remaining. The size of the language was then expanded from French, Latin, and Scandinavian sources, and languages in all parts of the world have been drawn upon in recent centuries. The language now has well over 600,000 words, but the number could be run up to three or four times that by including scientific terms, slang and dialect, specialized shoptalk, place-name derivatives, and so on. Now words are coined in great numbers, often by analogy.
>
> Other great languages, such as French, German, Italian, and Spanish, have less than half the number of words in English. But even the languages of people with technological backwardness (so-called "primitive" languages) are likely to have a vocabulary of more than 10,000 words.

LAP # 4151-VOCB-912

> An educated adult of the English-speaking world usually has a vocabulary of from 60,000 to 80,000 words, but a distinction must be made between words actually used and those merely recognized. The size of one's personal vocabulary is often regarded as an indication of one's intelligence. This is only partially true, because fluent verbalization is overvalued in our culture.

The following statistics are taken from Louis Marder's book His Exits and His Entrances: The Story of Shakespeare's Reputation.

Vocabulary of the Old Testament - 5,642 words

Vocabulary of poet John Milton - 8,000 words

Vocabulary of William Shakespeare - 17,677

Materials needed: writing implement for worksheet and unit test

ACTIVITIES:

I. The above information is the basis for this study activity. Refer back to it whenever necessary as you answer the worksheet questions.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 4151-VOCB-912 **WORKSHEET**

1. Write two definitions of the word VOCABULARY.

2. In the study material of this packet is evidence that not all statistics are totally reliable. Cite the specific evidence that proves this point.

3. The vocabulary of the Old Testament is ___________ words.

4. John Milton was a _____________ who used a vocabulary of _____________ words.

5. Which language has the richest vocabulary?

6. A person has two kinds of vocabularies. They are __________ and _______________. Other terms for these vocabularies are ________________________ and _________________________.

7. William Shakespeare used a vocabulary of __________ words.

8. English is a composite language using ____________________, ________________________, and _____________________ words.

9. What is a native word?

10. What is a loan word?

11. What is the best source to use as an aid in vocabulary building?

12. Of what importance is your vocabulary?

LAP # 4152-VOCB-912 Points: 4

Subject: LIST # 1
Classification: Vocabulary
Participants: one
Prerequisites: LAP # 4151-VOCB-912

English is your native tongue. The more of it you understand the better you will be able to communicate. It is easier to understand what you hear and what you read if you understand the words that are used.

The object of this learning activity is for you to become familiar with the twenty words listed in this lesson. These words should become a working part of your vocabulary.

Materials needed: a dictionary
writing implement
paper

ACTIVITIES:

I. In this packet you are given a list of twenty words. For each word write a correct definition.

II. On a separate sheet of paper, write a sentence for each word, using the word in its sentence CORRECTLY. Use each word in its own sentence; therefore you will have twenty sentences.

III. Staple the sentence sheet to this packet WITH THIS PACKET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4152-VOCB-912 VOCABULARY LIST

1. lament -

2. facetious -

3. spurn -

4. appropriate -

5. jocular -

6. augment -

7. inevitable -

8. auspicious -

9. carnivorous -

10. esteem -

11. nostalgia -

12. germane -

13. finite -

14. theology -

15. lucid -

VOCABULARY LIST

16. trite -

17. banal -

18. unique -

19. amiable -

20. militant -

LAP # 4153-VOCB-912 Points: 4

Subject: LIST # 2

Classification: Vocabulary

Participants: one

Prerequisites: LAP # 4152-VOCB-912

There are only ten words in LIST # 2, but the worksheet exercises of this packet use words from both LIST # 1 and LIST # 2.

The object of this learning activity is to extend your vocabulary drill by adding new words and reinforcing old words.

Materials needed: a dictionary
writing implement

ACTIVITIES:

I. In this packet you are given a list of ten words. For each word write a correct definition.

II. Use each word correctly in a sentence.

III. The worksheet exercises ask you to choose the correct word for each sentence. Complete the vocabulary definitions, original sentences, and word selection exercises.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 4153-VOCB-912 VOCABULARY LIST

1. acceleration -

sentence:

2. charisma -

sentence:

3. complacent -

sentence:

4. diversity -

sentence:

5. escalate -

sentence:

6. oblivion -

sentence

7. obsolete -

sentence:

VOCABULARY LIST

8. tangible -

sentence:

9. vicarious -

sentence:

10. vulnerable -

sentence:

LAP # 4153-VOCB-912 WORKSHEET

AS AN AID TO PRONUNCIATION, A CASSETTE HAS BEEN PREPARED TO ACCOMPANY THE VOCABULARY LISTS. YOU MAY OBTAIN THIS CASSETTE FROM YOUR TEACHER AND LISTEN TO THE WORDS OF EACH VOCABULARY LIST.

In each sentence below you are given a choice of two words. Underline the word which is correct to make a sensible sentence.

1. Discussions about the weather are (carnivorous, banal) conversations.
2. Pamela has joined a (militant, vicarious) Women's Lib group.
3. Cats are (lucid, carnivorous) animals.
4. One can have (inevitable, vicarious) experiences through reading books or watching plays.
5. I hold that man in high (lament, esteem).
6. This poem is a (lament, charisma).
7. An amplifier will (spurn, augment) the sound.
8. Whenever I return to that house I experience a deep (oblivion, nostalgia).
9. The soldiers attacked the enemy line at its most (germane, vulnerable) point.
10. Apparently Launa did not take the question seriously, for she gave a (facetious, vicarious) reply.
11. Your remark is not (jocular, germane) to our discussion.
12. I cannot accept your theory without (facetious, tangible) evidence.
13. This engine is capable of vast (acceleration, esteem).
14. We will long remember this (obsolete, auspicious) moment.
15. We cannot afford to be (lucid, complacent) about such a vital issue.
16. Her remarks reflect (lucid, tangible) thinking.
17. (Auspicious, obsolete) statistics are of very little value in determining a course of action.
18. Allison cannot get along with that group because she lacks (theology, charisma).

WORKSHEET

19. We are all aware that prices continue to (escalate, spurn).
20. I will not show my poetry to the teacher because I could not bear to have her (spurn, augment) my efforts.
21. Her (vicarious, jocular) nature makes her the life of the party.
22. Since Marvin never once looked at his textbook, it was (inevitable, lucid) that he would fail his test.
23. Our goal is not total (nostalgia, oblivion).
24. The poll taken reflected a (diversity, theology) of attitudes.
25. Are you sure that a 1953 Sears-Roebuck catalog would not be an (appropriate, inevitable) wedding gift?
26. Because man is a (jocular, finite) creature, he cannot fully cope with eternity.
27. Her speech was full of (tangible, trite) expressions.
28. Garth's (complacent, amiable) attitude makes him pleasant company.
29. That is a truly (militant, unique) dress design.
30. Nevin is studying (nostalgia, theology) at the university.

LAP # 4154-VOCB-912 Points: 4

Subject: LIST # 3

Classification: Vocabulary

Participants: one

Prerequisites: LAP # 4151-VOCB-912

English is your native tongue. You will improve your communication if you expand your vocabulary.

The object of this learning activity is for you to become familiar with the fifteen words in VOCABULARY LIST # 3.

Materials needed: writing implement
dictionary

ACTIVITIES:

I. In this packet you are given a list of fifteen words. For each word write a correct definition.

II. Turn to the worksheet and fill in the CORRECT word for each blank space. Use each of the fifteen different words. This means that you will use each word only once.

III. Turn in your packet to the teacher.

IV. When your packet is returned to you put it in your notebook.

LAP # 4154-VOCB-912 VOCABULARY LIST

1. impaired -

2. sequence -

3. contemporary -

4. superfluous -

5. peripheral -

6. filial -

7. philanthropic -

8. incentive -

9. poignant -

10. mundane -

11. antagonistic -

12. chaos -

13. transcend -

14. context -

15. apathetic -

LAP # 4154-VOCB-912 **WORKSHEET**

1. The millionaire supported several ______________________ projects.
2. This song is a __________________ portrait of falling in love.
3. Barton's ______________________ attitude often causes him trouble.
4. The accident ______________________ her ability to walk.
5. Jane had already proven the point, Henry's evidence was ______________________________.
6. Don't let __________________________ matters upset you.
7. You cannot understand his statement when it is out of _______________________.
8. This bonus will furnish an added _________________________ to get the job done.
9. I must help my parents with this task; I see it as my ___________________________ obligation.
10. Shakespeare was a _________________________ of Queen Elizabeth.
11. It is hard to understand how so many people can be ___________________________ about national problems.
12. Man can ______________________ petty concerns.
13. Some packets are arranged in _______________________.
14. Her ___________________________ vision was impaired.
15. The breakdown of structured society resulted in _______________.

LAP # 4202-SPPR-912 Points: 3

Subject: BASIC HELPS
Classification: Spelling proficiency
Participants: any number
Prerequisites: LAP # 4201-SPPR-912

The suggestions in this packet are offered to help you with your spelling.

The object of this learning activity is to offer you a guide for spelling improvement.

Materials needed: writing implement
paper
cassette tape # 4202-SPPR-912
cassette player

ACTIVITIES:

I. Listen to tape # 4202-SPPR-912. Have your paper and writing implement ready to do the exercises. Consult the lists in this packet as they are referred to.

II. When you have completed listening to the tape, staple your practice paper to this packet AT THE BACK and turn in the packet to the teacher.

III. When your packet is returned to you put it in your notebook.

LIST "A":

medicine foreign biscuit courtesy character
column weather guarantee

LIST "B":

business
cocoa
leisure
sweater
fasten
courteous
phonograph
sympathy
nuisance
fatigue
restaurant
thoroughly
soldier
grammar
shoulder
thought

LIST "C":

an-gel win-dow pen-cil ap-ple mag-net sen-tence

LIST "D":

si-lent pa-per li-lac ca-nal lo-cate stu-dent

LIST "E":

Prefixes	(beginnings)
dis-	(disagree)
ex-	(excuse)
in-	(incomplete)
pre-	(prepare)
pro-	(promote)

Suffixes	(endings)
-able	(lovable)
- est	(tallest)
-ful	(hopeful)
-ing	(talking)
-er	(farmer)
-less	(hopeless)
-ness	(kindness)
-en	(broken)
-ly	(softly)
-ed	(wanted)

LAP # 4202-SPPR-912

LIST "F":

1. letter
2. soda
3. yellow
4. oldest
5. future
6. lady
7. painter
8. review
9. hopeful
10. demand
11. prepare
12. pajamas
13. company
14. rocking
15. informal
16. comedian
17. proportion
18. disappoint
19. experience
20. committee

LIST "G":

wrong: perfe-ct gr-ammar
right: per-fect gram-mar

LIST "H":

wrong: wh-en tho-ugh wh-ich
right: when though which

LIST "I":

two syllables: need-ed wast-ed part-ed plant-ed
one syllable: played sighed showed rained

LIST "J":

________________________ a- (Put a on the
cross ____________________ next line.)

________________________ read- (The y takes no
y ________________________ more space than the hyphen.)

LAP # 4202-SPPR-912

LIST "K":

1. payment
2. among
3. church
4. behind
5. around
6. which
7. painted
8. called
9. arguing
10. intention
11. thought
12. custom
13. wedding
14. about
15. leader
16. before
17. enough
18. through
19. skating
20. opened

LIST "L":

candidate
February
government
length
strength
library
postpone
probably
quantity
recognize
strict
surprise
used (I used to own a dog.)
supposed (He is supposed to study.)
unusual
usually
temperature
whether
escape

children (not childern)
hundred (not hunderd)
prefer (not perfer)
performance (not preformance)
perspiration (not prespiration)
perhaps (not prehaps)

LAP # 4202-SPPR-912

LIST "M":

fly	flies
cry	cries
hurry	hurries
marry	marries
candy	candies
lady	ladies
copy	copies
party	parties
lobby	lobbies
worry	worries

alley	alleys
turkey	turkeys
holiday	holidays
obey	obeys
delay	delays
employ	employs

LAP # 4203-SPPR-912 Points: 3

Subject: SPELLING LIST # 1
Classification: Spelling proficiency
Participants: any number
Prerequisites: Level II rating

You have been placed at Level II. Additional spelling practice will help you to improve your spelling.

The object of this learning activity is for you to improve your spell[illegible]

Materials needed: writing implement and paper
cassette tape # 4203-SPPR-912
cassette player

ACTIVITIES:

I. Study the twenty words on the spelling list.

II. When you are ready to take the test ask the teacher for tape # 4203-SPPR-912. Take the test.

III. Staple your test to the back of this packet and turn in your packet directly to the teacher.

SPELLING LIST # 1:

1. breakfast
2. especially
3. mysteries
4. employment
5. embarrassment
6. assembly
7. appropriate
8. engagement
9. thoroughly
10. territory
11. calculate
12. knowledge
13. fastening
14. receive
15. completely
16. countries
17. college
18. terminate
19. omitted
20. impression

LAP # 4204-SPPR-912 Points: 3

Subject: SPELLING LIST # 2
Classification: Spelling proficiency
Participants: any number
Prerequisites: Level II rating

You have been placed at Level II. Additional spelling practice will help you to improve your spelling.

The object of this learning activity is for you to improve your spelling.

Materials needed: writing implement and paper
cassette tape # 4204-SPPR-912
cassette player

ACTIVITIES:

I. Study the twenty words on the spelling list.

II. When you are ready for the test ask the teacher for tape # 4204-SPPR-912. Take the test.

III. Staple your test to the back of this packet and turn in your packet directly to the teacher.

SPELLING LIST # 2:

1. immediately
2. instigate
3. perpendicular
4. mischievous
5. bibliography
6. executive
7. obligation
8. hypochondriac
9. episode
10. deferred
11. mysterious
12. oyster
13. oxygen
14. scheme
15. synchronize
16. vegetation
17. vigorous
18. gratitude
19. mortgage
20. finality

LAP # 4205-SPPR-912 Points: 3

Subject: SPELLING LIST # 3
Classification: Spelling Proficiency
Participants: any number
Prerequisites: Level II rating

You have been placed at Level II. Additional spelling practice will help you to improve your spelling.

The object of this learning activity is for you to improve your spelling.

Materials needed: writing implement and paper
cassette tape # 4205-SPPR-912
cassette player

ACTIVITIES:

I. Study the words on the spelling list.
II. When you are ready to take the test ask the teacher for tape # 4205-SPPR-912. Take the test.
III. Staple your test to the back of this packet and turn in your packet.

SPELLING LIST # 3:

1. circumstantial
2. terrify
3. beautiful
4. influential
5. marvelous
6. institute
7. marshmallow
8. substance
9. representation
10. figurative
11. familiar
12. philanthropy
13. malfunction
14. assistance
15. complicate
16. complementary (in completion)
17. complimentary (flattering)
18. regularly
19. appointment
20. appearance

LAP # 4223-SPPR-912 Points: 3

Subject: REMEDIAL LIST # 1
Classification: Spelling proficiency
Participants: any number
Prerequisites: LAP # 4202-SPPR-912

If you have a Level I rating you need to work to improve your spelling.

The object of this learning activity is for you to improve your spelling.

Materials needed: writing implement and paper
cassette tape # 4223-SPPR-912
cassette player

ACTIVITIES:

I. Study the words of REMEDIAL LIST # 1.

II. When you are ready for the test ask the teacher for tape # 4223-SPPR-912. Take the test on a clean sheet of paper.

III. Staple your test to the back of this packet and turn in your packet.

REMEDIAL LIST # 1:

1. writing
2. across
3. receive
4. whether
5. always
6. truly
7. journey
8. minute
9. perhaps
10. forty
11. really
12. separate
13. until
14. believe
15. finally
16. monkeys
17. coming
18. among
19. omit
20. enjoy

LAP # 4224-SPPR-912 Points: 3

Subject: REMEDIAL SPELLING LIST # 2
Classification: Spelling proficiency
Participants: any number
Prerequisites: LAP # 4202-SPPR-912

If you have a Level I rating you need to work to improve your spelling.

The object of this learning activity is for you to improve your spelling.

Materails needed: writing implement and paper
cassette tape # 4224-SPPR-912
cassette player

ACTIVITIES:

I. Study the words of REMEDIAL LIST # 2.

II. When you are ready for the test ask the teacher for tape # 4224-SPPR-912. Take the test.

III. Staple your test to the back of this packet and turn in your packet.

REMEDIAL LIST # 2:

1. soldier
2. barber
3. instant
4. instinct
5. together
6. a lot
7. mincemeat
8. quarrel
9. shelves
10. miracle
11. fluid
12. fasten
13. develop
14. military
15. written
16. masquerade
17. infinite
18. eighteen
19. mystery
20. challenging

LAP # 4225-SPPR-912 Points: 3

Subject: REMEDIAL LIST # 3
Classification: Spelling proficiency
Participants: any number
Prerequisites: LAP # 4202-SPPR-912

If you have a Level I rating you need to work to improve your spelling.

The object of this learning activity is for you to improve your spelling.

Materials needed: writing implement and paper
cassette tape # 4225-SPPR-912
cassette player

ACTIVITIES:

I. Study the words of REMEDIAL LIST # 3.

II. When you are ready for the test, ask the teacher for tape # 4225-SPPR-912. Take the test.

III. Staple your test to the back of this packet and turn in your packet directly to the teacher.

REMEDIAL LIST # 3:

1. influence
2. terror
3. beauty
4. marvel
5. mirror
6. replied
7. frisky
8. formally
9. elegant
10. ruffle
11. guidance
12. assist
13. willow
14. shrub
15. length
16. strength
17. eighth
18. contain
19. reference
20. furniture

LAP # 4239-SPPR-912 Points: 6

Subject: ADVANCED SPELLING LIST # 2
Classification: Spelling proficiency
Participants: any number
Prerequisites: Level III rating

You have been placed at Level III. You may choose to work on spelling challenges to enrich your spelling.

The object of this learning activity is for you to widen your avenues of spelling challenges.

Materials needed: writing implement
paper
cassette tape # 4239-SPPR-912 and cassette player

ACTIVITIES:

I. Study the words on ADVANCED LIST # 2.

II. When you are ready for the test, ask the teacher for tape # 4239-SPPR-912. Take the test.

III. Staple your test to the back of this packet and turn in your packet.

ADVANCED LIST # 2:

1. respectability
2. multitudinous
3. exquisite
4. beautification
5. mesmerize
6. institutional
7. photographic
8. substantiate
9. mutation
10. familiarity
11. misanthrope
12. malfeasance
13. objectivity
14. overt
15. covert
16. florescent
17. evanescence
18. exhilarate
19. exhibition
20. hemorrhage

LAP # 4240-SPPR-912 Points: 6

Subject: ADVANCED SPELLING LIST # 3
Classification: Spelling proficiency
Participants: any number
Prerequisites: Level III rating

You have been placed at Level III. You may choose to work on spelling challenges to enrich your spelling.

The object of this learning activity is for you to widen your avenues of spelling challenges.

Materials needed: writing implement
paper
cassette tape # 4240-SPPR-912
cassette player

ACTIVITIES:

I. Study the words on ADVANCED LIST # 3.

II. When you are ready for the test, ask the teacher for tape #4240-SPPR-912. Take the test.

III. Staple your test to the back of this packet and turn in your packet directly to the teacher.

ADVANCED LIST # 3:

1. superiority
2. rebellion
3. nepotism
4. avuncular
5. gourmet
6. extravaganza
7. facetious
8. misconstrue
9. excellence
10. pathos
11. barbarous
12. gratuity
13. proportionate
14. inconspicuous
15. salutations
16. cataclysmic
17. allegiance
18. catechism
19. conscientious
20. mischievous

ITEM #03

LAP # 3826-SOCO-9 Points: 1

Subject: INTRODUCTIONS
Classification: Social skills
Participants: 3
Prerequisites: none

You should be able to make introductions properly. In this lesson you will practice correct introductions.

The object of this learning activity is for you to know the correct procedure for introducing individuals to individuals and to groups.

Materials needed: this packet and two classmates

ACTIVITIES:

I. Meet with two classmates who will also study INTRODUCTIONS.

II. Read the RULES FOR INTRODUCTIONS (next page).

III. Practice introductions as stated on the worksheet.

IV. Report to the teacher to have your points recorded. WHEN YOU DO THIS, INTRODUCE YOURSELF TO THE TEACHER AND STATE YOUR BUSINESS, i. e., requesting your packet initialed.

RULES FOR INTRODUCTIONS

1. When greeting a stranger, if you have no one to make the introduction, introduce yourself. State your name and some information about yourself.

   Example — Situation: You have read a listing in the "Help Wanted" column of the newspaper; you have gone to the personnel manager.

   Statement: "Mr. Jones, my name is (John Doe). I saw your notice in last night's paper and I would like to apply for the position. I have had some experience as a cook and I am interested in this work."

   Example — Situation: Your mother has asked you to stop at a store and pick up a parcel that is being held for her.

   Statement: "I am John Doe. I was asked to pick up a package you are holding for Mrs. Jonathan Doe."

   Example — Situation: You are attending a large dinner meeting and you do not know the person seated next to you.

   Statement: "Hello; I am John Doe. I have been collecting stamps for three years although I only joined this Stamp Club last month."

   The person to whom you have introduced yourself should, in turn, introduce himself to you and make a suitable response.

2. When making an introduction between two people the following guidelines should be adhered to:
   a. Present a younger person TO an older person.
   b. Present a boy or man TO a woman. Present a boy TO a girl, but do not present a man to a girl, because rule "a" above takes precedent over rule "b". In other words, age, where it is obviously different, is a more important factor than sex.
   c. Even more important than age or sex as determining factors is the matter of prestige. A king of a nation, the President of the United States, etc., would never be presented TO anyone, but would have the presentation made TO them.

   These three factors then (prestige, age, and sex) are the points for you to consider when determining who should be presented TO whom. Prestige is the most important factor, then age, and finally sex.

Review of Rule # 2

Present a young man TO an old man.

Example: "Mr. Old, may I present Mr. Young."

Present a boy TO a girl.

Example: "Jane, this is John."

Present a peasant TO a king.

Example: "Your Majesty, this is John Doe."

Present a young girl TO an old man.

Example: "Mr. Ancient, I would like to present Teeny Bopper."

Present a lady TO the President of the United States.

Example: "Mr. President, this is Miss Citizen."

3. When introducing an individual to a group, address the group first, present the individual TO them, and make a statement about the individual.

Example: "Members of the Saturday Morning Elephant Appreciation Society, I am pleased to present to you Pauline Pachyderm. Miss Pachyderm has just completed research of the world's first electric elephant."

AFTER MAKING AN INTRODUCTION BETWEEN TWO PEOPLE, IT IS ALWAYS WELL TO MAKE A STATEMENT OR TWO WHICH WILL HELP THE STRANGERS TO MORE EASILY BECOME ACQUAINTED WITH ONE ANOTHER.

WORKSHEET

Three of you should now practice introductions. Assign yourselves the roles of A, B, and C. Then act out the following introductions:

1. A is the King of Transylvania, B is the president of the Harper Valley PTA. C will make the introduction. Remember, it is courteous to say something about each person to facilitate conversation after the introduction.
2. B is a 93-year-old lady. C is a little boy just entering first grade. A will make the introduction.
3. A is a school teacher. C is the State Superintendent of Schools. B will make the introduction.
4. A is a thirty-four-year-old business man. B is a thirty-four-year-old business man. C will make the introduction.
5. A is a fifteen-year-old movie star. C is a young store owner. B will make the introduction.

WORKSHEET

6. B is 43, male, the President of the United States. C is 93, female, the Queen of Shangri-La. A will make the introduction.
7. C is a new student in the school. A is the math teacher. B will make the introduction.
8. C is a sophomore at Yokel High; B is a sophomore at Slicker High. A will make the introduction.
9. A is male, 20, a college student. C is female, 18, a high school graduate. B will make the introduction.
10. A will make the introduction between his father, B, and his teacher, Miss Marm, played by C.
11. A will be all the members of the Hoot and Holler Club. B is a champion yodeler. C will make the introductions.
12. A is 82 years old, male. B is the thirty-nine-year-old mayor of Ritzville.

WHEN YOU PRESENT YOUR PACKET TO THE TEACHER TO BE INITIALED BE SURE YOU INTRODUCE YOURSELF AND STATE YOUR PURPOSE.

LAP # 3844-SOCO-912 Points: 3

Subject: SOCIAL OPEN
Classification: Social skills
Participants: any number
Prerequisites: none

You may be wondering what is meant by SOCIAL OPEN. This packet may be used for any social learning activity which is not covered by any other listing in the catalog.

Materials needed: (YOU WILL NEED TO MAKE YOUR OWN LIST AFTER YOU HAVE PLANNED YOUR ACTIVITY. CHECK WITH YOUR TEACHER.)

ACTIVITIES:

I. Decide the purpose for which you are using this packet.

II. Consult with your teacher to be sure of the suitability of your plans.

III. Decide whether this will be an individual or group activity. If group, meet with the other members of your group to plan.

IV. On the back of this sheet write a name for your project, the list of materials you will need, an estimate of the time involved for the total learning activity (both planning and doing), and the steps involved in performing this activity.

V. Have the teacher check the back of this sheet.

VI. Complete your project.

VII. Have the teacher initial the packet and record your points.

VIII. File this packet in your notebook.

LAP # 3884-SOCL-9 Points: 1

Subject: THANK-YOU LETTER
Classification: Social letter
Participants: one
Prerequisites: none

It is a matter of courtesy to express gratitude to others when they have done something thoughtful for you, whether this was a gift or a kind deed, or whatever. Your appreciation is the giver's reward. Sometimes you can express your "thank you" directly to the person, sometimes it is necessary to write a note of appreciation. IF YOU THANK SOMEONE PERSONALLY IT IS NOT NECESSARY TO WRITE A THANK-YOU LETTER ALSO although you may especially wish to do so.

The object of this learning activity is for you to gain practice at letter writing and at social development.

Materials needed: pen
paper or stationery or a greeting card

ACTIVITIES:

I. It is assumed (since you chose this packet) that you have someone to whom you wish to express thanks. Or perhaps you chose the packet as a means of practice although you have no need to mail a thank-you note at this time.

II. Select either a greeting card, stationery, or paper. If this assignment is only for practice use ordinary paper.

III. Write a note expressing your appreciation.

IV. With a paper clip fasten the "thank you" note to this packet WITH THIS SHEET ON TOP. Be sure your name is on this sheet AND on your thank-you letter.

V. Turn in your packet to the teacher.

VI. When your packet is returned to you, mail the "thank you" letter (unless it was only for practice) and file the packet in your notebook.

LAP # 3900-SOCL-912 Points: 1

Subject: OPEN LETTER

Classification: Social letter

Participants: one

Prerequisites: none

This packet may be used for any social letter not covered by any other catalog number or if you have used the related alternate numbers (for instance, if you are a sophomore and want to write a second letter to a senior citizen and you have already used LAP # 3887-SOCL-10, this packet may be used for your second letter).

The object of this learning activity is for you to gain skill at social letter-writing.

Materials needed: pen
paper or stationery

ACTIVITIES:

I. Write a letter as indicated in the opening paragraph.

II. Attach your letter to this sheet with a paper clip. Be sure your name is on this sheet and that this sheet is on top.

III. Turn in your packet to the teacher.

IV. When your packet is returned to you, put this sheet in your notebook and mail the letter.

LAP # 3901-SOCL-912 Points: 1

Subject: OPEN LETTER
Classification: Social letter
Participants: one
Prerequisites: none

You may wish to write a letter which is not listed in the catalog, or you may wish to repeat one of the listings already used. This packet may be used for either of those two purposes.

The object of this learning activity is for you to practice letter-writing skills.

Materials needed: pen (preferably) or pencil
paper or stationery

ACTIVITIES:

I. Write a letter which you plan to mail.

II. With a paper clip attach the letter to this sheet WITH THIS SHEET ON TOP. Be sure your name is on both the letter and this sheet.

III. Turn in your packet to the teacher.

IV. When your packet is returned to you, mail the letter and put this sheet in your notebook.

LAP # 4052-RSCH-912 Points: 4

Subject: HISTORICAL EVENT
Classification: Research
Participants: one
Prerequisites: LAP # 4061-RSCH-912

Historical events worthy of research are innumerable. You can just about choose the time and place that interests you most. What historical event would you like to research?

The object of this learning activity is for you to practice research skills.

Materials needed: source materials (such as books, magazines, etc.)
pen and paper OR materials for audio and/or visual presentation

ACTIVITIES:

I. Select an event from history which interests you for research. Check your choice with the teacher before you proceed to step II.

II. Seek documented information about your subject. TAKE NOTES and always write down the source of your information on each set of notes.

III. After you have collected the material you need to complete your research, EITHER write a paper OR prepare an audio and/or visual presentation. Make your presentation, written or otherwise, coherent.

IV. Present your report, along with this sheet, to your teacher.

V. When your packet is returned to you put it in your notebook.

IF YOU HAVE ANY QUESTIONS ON THIS LESSON ASK THE TEACHER FOR HELP.

LAP # 4057-RSCH-1012 Points: 4

Subject: SOME TECHNOLOGICAL DEVELOPMENT
Classification: Research
Participants: one
Prerequisites: LAP # 4061-RSCH-912

Select one technological development which interests you for research. Check the suitability of your choice with your teacher before you begin this assignment.

The object of this learning activity is for you to practice research skills.

Materials needed: source material (encyclopedias, books, etc.)
pen and paper OR materials for audio and/or visual presentation

ACTIVITIES:

I. Select your subject and check it with the teacher.

II. Seek documented information on your subject. TAKE NOTES and always write down the source of your information on each set of notes.

III. After you have collected the information you need, prepare your report, EITHER as a written paper OR as a cassette tape presentation, OR in some graphic form, such as a chart. Be sure your report is coherent, no matter what form you use.

IV. Present your report, along with NOTES, BIBLIOGRAPHY, and this sheet, to the teacher. Be sure your name is on all parts of your presentation.

V. When your packet is returned to you put it in your notebook.

IF YOU HAVE ANY QUESTIONS OR PROBLEMS WITH THIS ASSIGNMENT, ASK THE TEACHER FOR HELP.

LAP # 4061-RSCH-912 Points: 3

Subject: RESEARCH TECHNIQUES
Classification: Research
Participants: any number
Prerequisites: none

A research paper (or presentation of any other kind, such as film, tape, etc.) should be carefully documented and the sources should be given as a part of the presentation or as an appendix to the presentation.

To research any subject you should seek reliable sources of reference and take careful notes of the material you wish to incorporate in your presentation. WHEN YOU TAKE NOTES BE SURE YOU MARK EACH SET OF NOTES WITH THE EXACT SOURCE OF THE MATERIAL NOTED. If you use a book, note the title, author, publisher's name and location, date of copyright, and pages used. If you read the entire book and your statements are general (not direct quotations) you need not list the pages, BUT ANY TIME YOU ARE USING A DIRECT QUOTE FROM ANY SOURCE (books or other) GIVE THE EXACT PAGE OR PAGES ON WHICH THE QUOTATION MAY BE FOUND. If you are using a magazine, list the title of the magazine, the date of the issue, the article and author, and the pages on which the article appears. If you are using an encyclopedia, list the name of the encyclopedia, the volume, and the page numbers. If you are using records, films, filmstrips, newspapers, pamphlets, or any other source, ALWAYS GIVE ENOUGH INFORMATION THAT THE READER (or listener or viewer) OF YOUR PRESENTATION COULD GO DIRECTLY TO YOUR SOURCE TO CHECK IT OR TO GAIN FURTHER INFORMATION.

Keep your notes on file cards or on sheets of paper. The better your notes are organized the easier it will be for you to prepare your paper or presentation. If you are noting a direct quotation be sure to put quotation marks around the words of your source. ALWAYS GIVE CREDIT any time you are not using your own words. If you are writing your presentation, be sure you use quotation marks on quoted material. In an oral presentation indicate direct quotes by stating "quote . . . unquote". It is always correct to incorporate direct quotations in a research presentation — this supports your authenticity. You may list your source for any quotation either in the body of your text or in footnotes or afternotes.

Footnotes or afternotes are used when you wish to give any information which you do not wish to place in the body of your text. Footnotes are placed at the foot of a page on which the reference is made. Afternotes are on a separate page at the end of the manuscript.

If you are using footnotes, separate them from the body of the text by using a line between the text and the footnotes. (A typing manual will give you the correct spacing information for text and notes.) Footnotes may be numbered consecutively throughout the manuscript or be numbered anew on each page.

Any research presentation should include a bibliography — a list of all the sources used. This list should be listed by authors in alphabetical order.

FOR ADDITIONAL OR MORE DETAILED INFORMATION CONSULT ANY RELIABLE SOURCE such as typing manuals, research pamphlets, etc.

The object of this learning activity is for you to be prepared to write a research paper or present an oral or visual research project.

Materials needed: writing implement
(optional) - typing manual or research pamphlet

ACTIVITIES:

I. After reading the above information, answer the questions on the worksheet of this packet and turn in your packet to the teacher.

II. When your packet is returned to you review for your unit test.

III. Arrange with the teacher for the unit test.

LAP # 4061-RSCH-912

A BIBLIOGRAPHY lists sources used in researching a topic. Most generally it refers to printed matter but it can include recordings, etc. If your bibliography includes only books and magazine articles one general list is all that is necessary. If, however, you are also listing records or other matter which is not in a printed form, these items should be listed separately from the list of printed sources.

When making a bibliography, arrange authors in alphabetical order by last names. You will then write last name, a comma, first name and/or initials, period. Then the title of the book or magazine article and magazine, and a period.

The following information should help you in preparing bibliography entries:

Books

Author
Title (underlined)
Place of publication
Publisher
Date
Pages (if you are using only a part of the book)

Example:

Goodrock, Morton Q. Gems of Value. New York: Century, 1972. pp. 28-42.

Encyclopedias

Author (if given)
Title of article (in quotation marks)
Name of encyclopedia (underlined)
Edition (year)
Volume
Pages

Example:

"Meteors," World Book Encyclopedia. 1964, vol. 13 pp. 89-94.

Lind, Cynthia. "Weather," World Book Encyclopedia. 1964, vol. 23 pp. 96-110.

Magazines

Author
Title of article (in quotation marks)
Name of magazine (underlined)
Volume number
Pages
Date

Example:

Arden, Anne. "William Shakespeare," Shakespeare Quarterly. 14:3 pp. 49-51, Autumn, 1961.

LAP # 4061-RSCH-912 WORKSHEET

1. When should quotation marks be used?

2. When should you say "quote" and "unquote"?

3. What is a bibliography?

4. What is the difference between footnotes and afternotes?

5. In what two ways can footnotes be numbered?

6. What is meant by a "source"?

7. Always give credit ________ __________ ________ ________ ______________ _____ _________ _______ __________.

8. Why is it a good idea to use direct quotes in a research presentation?

9. What must you always do when using direct quotes?

10. Give two reasons for listing your source accurately.

ON THE FOLLOWING PAGE YOU ARE GIVEN INFORMATION FOR THREE BIBLIOGRAPHY ENTRIES. SELECT THE INFORMATION YOU NEED AND WRITE A BIBLIOGRAPHY.

LAP # 4061-RSCH-912 **WORKSHEET**

In his book, HOW TO BATHE AN ELECTRIC ELEPHANT, Frank Lee Splashed stated on page 10, "One should always consider whether your elephant is AC or DC." The entire book extends over 1643 pages. It was published in 1806 by Rag A. Muffin & Sons, Inc., London. The book sells for $12.95 or three Betty Crocker coupons. It has a sea green binding with gold and purple letters on the cover.

Mary Mushe wrote an article about plastic elephants entitled "Never Trust A Polythene Pchyderm." This article appeared in the January issue of THE JUNGLE JOURNAL, on pages 16, 17, 18, and 19, with a big colored photograph of Mary Mushe on the top of page 17. Mrs. Mushe is six feet tall.

In the E volume of Universal Encyclopedias, volume 10, an article on elephants states that pink elephants are most often associated with intense thirst. This article appears on page 954. Universal Encyclopedias are printed in Hong Kong. This edition was printed in 1970.

LAP # 4066-RSCH-912 Points: 4

Subject: TRANSPORTATION
Classification: Research
Participants: one
Prerequisites: LAP # 4061-RSCH-912

TRANSPORTATION is such a broad area that you will need to narrow your focus to some one particular aspect of the subject. If you have trouble doing this, check with the teacher.

The object of this learning activity is for you to practice research skills.

Materials needed: source material (books, encyclopedias, etc.)
pen and paper OR materials for audio and/or visual presentation

ACTIVITIES:

I. Select the area of transportation about which you will study.

II. Seek documented information about your subject. TAKE NOTES and always write down the source of your information on each set of notes.

III. After you have collected the material you will need for your report, EITHER write a paper OR tape an oral presentation OR make a chart of your findings. Make your presentation (whether written, oral, or graphic) coherent.

IV. If you have written a paper, staple it to this sheet WITH THIS SHEET ON TOP. Turn in your packet to the teacher. Be sure to turn in your notes and bibliography.

If you have taped your presentation, turn in your cassette, your notes and bibliography, with this sheet, to the teacher.

If you have made a chart, turn in your chart, notes, bibliography, and this sheet to the teacher.

V. When your packet is returned to you put it in your notebook.

IF YOU HAVE ANY QUESTIONS OR PROBLEMS WITH THIS LESSON, ASK THE TEACHER FOR HELP.

LAP # 4071-RSCH-912 Points: 4

Subject: DRUGS
Classification: Research
Participants: one
Prerequisites: LAP # 4061-RSCH-912

This subject is much in the news today. You should have no trouble finding ample material available to you. You will do best if you focus your topic to some particular area of the field of drugs, for DRUGS is too broad a subject for a short research paper.

The object of this learning activity is for you to practice research skills.

Materials needed: source material (such as encyclopedias, books, magazines, records, pamphlets, newspapers, etc.)

pen and paper OR

cassette recorder and tape OR

materials for visual and/or audio presentation

ACTIVITIES:

I. Select the area of DRUGS which you will research.

II. Seek documented information about drugs. TAKE NOTES and always write down the source of your information on each set of notes.

III. After you have collected the material you need to complete your research, EITHER write a paper OR tape an oral presentation OR make a chart of your findings. Make your presentation (whether written, oral, or graphic) coherent.

IV. If you have written a paper, staple it to this sheet WITH THIS SHEET ON TOP. Turn in your packet, YOUR NOTES, and your BIBLIOGRAPHY to the teacher.

If you have taped your presentation, or made a graphic presentation, turn in your report, NOTES, and BIBLIOGRAPHY to the teacher. Turn in this sheet also.

V. When your packet is returned to you put it in your notebook.

IF YOU HAVE ANY QUESTIONS ON THIS LESSON ASK THE TEACHER FOR HELP.

LAP # 4075-RSCH-912 Points: 4

Subject: ANY ANIMAL
Classification: Research
Participants: one
Prerequisites: LAP # 4061-RSCH-912

Select any animal and research information about that critter.

The object of this learning activity is for you to practice research skills.

Materials needed: source material (encyclopedias, books, etc.)
pen and paper OR materials for audio and/or visual presentation

ACTIVITIES:

I. Select an animal which interests you for research. Check with the teacher concerning the suitability of your choice before you proceed to step II.

II. Seek documented information about the animal chosen. TAKE NOTES and always write down the source of your information on each set of notes.

III. After you have collected the material you need for your presentation, EITHER write a paper OR prepare a tape or some visual presentation. However you present your report, be sure it is coherent.

IV. Present your report, your notes and bibliography, with this sheet, to the teacher.

V. When your packet is returned to you put it in your notebook.

IF YOU HAVE ANY QUESTIONS OR PROBLEMS WITH THIS LESSON, ASK THE TEACHER FOR HELP.

LAP # 4076-RSCH-912 Points: 4

Subject: ANY VEGETABLE
Classification: Research
Participants: one
Prerequisites: LAP # 4061-RSCH-912

Select ANY VEGETABLE (not necessarily edible) and research information about that vegetable. Your paper (or oral or visual presentation) will include a bibliography and notes which are to be turned in to the teacher.

The object of this learning activity is for you to practice research skills.

Materials needed: source material (such as encyclopedias, books, magazines, records, pamphlets, newspapers, etc.)

pen and paper OR

cassette recorder and tape

ACTIVITIES:

I. Select a vegetable which interests you for research. Check your choice with the teacher before you proceed to step II.

II. Seek documented information about the vegetable chosen. TAKE NOTES and always write down the source of your information on each set of notes.

III. After you have collected the material you need to complete your research, EITHER write a paper OR tape an oral presentation OR make a chart of your findings. Make your presentation (whether written, oral, or graphic) coherent.

IV. If you have written a paper, staple it to this sheet WITH THIS SHEET ON TOP and turn in your packet AND YOUR NOTES, with a bibliography, to the teacher.

If you have taped your presentation, turn in your cassette, your notes and bibliography, along with this sheet, to your teacher.

If you have made a chart, turn in chart, notes, bibliography, and this sheet to your teacher.

V. When your packet is returned to you put it in your notebook.

IF YOU HAVE ANY QUESTIONS ON THIS LESSON ASK THE TEACHER FOR HELP.

ITEM #04

LAP # 3248-LIST-912 Points: 4

Subject: GODSPELL
Classification: Listening
Participants: any number
Prerequisites: none

GODSPELL is a rock religious musical presentation. The object of this learning activity is for you to hear GODSPELL.

Materials needed: cassette tape # 3248-LIST-912
cassette player
writing implement for worksheet and unit test

ACTIVITIES:

I. Obtain cassette # 3248-LIST-912 and a script.
II. Listen to GODSPELL, following the words on your script.
III. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.
IV. Arrange with the teacher for the unit test.

LAP # 3248-LIST-912 **WORKSHEET**

1. Describe the sound which you hear at the very beginning of the tape.

2. God is asked to save not _______________ and ________________ but men.

3. "Day by day . . . three things I pray" — what are those three things?

4. Name five things for which God is thanked:

5. You are the light of the world, and the ____________________
of the ___________________, and the _______________________
of ____________________________.

6. The finale presents a dramatic incident. What is that incident?

7. Write a description of the things you hear in the finale.

8. GODSPELL is a musical based upon _____________________________
__________________________________.

9. "Long live ___________________".

10. What is your evaluation of this lesson?

LAP # 3249-LIST-912 Points: 4

Subject: JOSEPH AND THE AMAZING TECHNICOLOR DREAMCOAT
Classification: Listening (rock religious musical)
Participants: any number
Prerequisites: none

The story of Joseph and his coat of many colors (Old Testament: Genesis) is set to rock music.

The object of this learning activity is for you to hear a modern rock-religious composition.

Materials needed: cassette tape # 3249-LIST-912
cassette player
a copy of the libretto for JOSEPH
writing implement

ACTIVITIES:

I. Listen to JOSEPH AND THE AMAZING TECHNICOLOR DREAMCOAT.
II. Answer the questions on the worksheet of this packet.
III. Turn in your packet to the teacher. When it is returned to you put it in your notebook.

WORKSHEET

1. ______________________________ wrote the music.
2. ______________________________ wrote the lyrics.
3. Later these two wrote ____.
4. Where can you read the original account of the story of Joseph?
5. Why did Joseph's brothers want to get rid of him?
6. Joseph had a talent for interpreting ______________________.
7. Write an evaluation of this listening experience.

LAP # 3701-LIST-912 Points: 3

Subject: SEVEN DREAMS by Gordon Jenkins

Classification: Listening

Participants: any number

Prerequisites: none

LISTENING is listed under the classification of SPEAKING because LISTENING is the other half of SPEAKING. What point is there in SPEAKING if no one is LISTENING? And, just as SPEAKING requires certain skills, so does LISTENING.

A listener must pay attention to what he is hearing. If the mind wanders communication stops. LISTENING requires concentration.

The object of this learning activity is for you to practice LISTENING skills.

Materials needed: cassette recording of SEVEN DREAMS
writing implement for worksheet

ACTIVITIES:

I. Listen to Gordon Jenkins' SEVEN DREAMS.

II. Answer the questions on the worksheet of this packet.

III. Turn in your packet to the teacher.

IV. When the packet is returned to you put it in your notebook.

LAP # 3701-LIST-912 **WORKSHEET**

1. Briefly outline the main idea of each dream episode:
   (1)

   (2)

   (3)

   (4)

   (5)

   (6)

   (7)

2. What recurring pattern ties the dreams together?

3. Where is there an exception to the sameness of this pattern?

4. What is that exception?

5. What reason might there be for this variation of the pattern?

LAP # 3703-LIST-912 Points: 3

Subject: WAR
Classification: Listening
Participants: any number
Prerequisites: none

This packet makes a statement about war.

The object of this learning activity is for you to hear the material presented and respond with your own statement on the subject.

Materials needed: cassette # 3703-LIST-912
cassette player
pen

ACTIVITIES:

I. Listen to the tape cassette that was made for this packet.

II. The selections chosen for this packet were arranged to present a particular message about war. On the back of this page write your own response to the subject of war or to the ideas presented.

III. Turn in your packet to the teacher.

IV. When your packet is returned to you put it in your notebook.

LAP # 3704-LIST-912 Points: 4

Subject: INVASION FROM MARS
Classification: Listening
Participants: any number
Prerequisites: none

INVASION FROM MARS, the radio drama which was presented by CBS on Sunday, October 30, 1938, has become one of the most famous radio programs in history. Orson Wlles, the young actor-director who presented the show, had not expected the astonishing effects which his program produced. Intended as a Hallowe'en prank, the details of an invasion of hostile creatures from Mars, presented as a newscast, were believed by many listeners to be actually happening and panic ensued. As a result of the mass hysteria caused by such realism through the newscast type of presentation it was decided that that form of dramatization would not be used again for any material that could cause similar misunderstandings.

The tape which you have chosen to hear is a recording of that famous broadcast. It may not frighten you now; in fact, you will probably wonder how this theatrical production could have been believed as a real account of actual happenings. Remember, though, that this happened more than thirty years ago — before Rod Serling, before astronauts, at a time when people had not been so steeped in science fiction as you have been. Howard Koch, who wrote the radio script based on a book by H. G. Wells, has written a book, THE PANIC BROADCAST, in which he offers another explanation for the mass hysteria which resulted from the show.

The object of this learning activity is for you to hear the dramatization which made radio history in "Grandma's day".

Materials needed: cassette # 3704-LIST-912 and a cassette player
writing implement

ACTIVITIES:

I. Listen to INVASION FROM MARS.

II. On the back of this paper write a brief evaluation of the program. What did you consider to be most realistic about it? What clues could an attentive listener have used to avoid mistaking this for actual news?

III. Turn in your packet to the teacher. When it is returned to you put it in your notebook.

Bibliography (suggested reading for further enrichment):

The Panic Broadcast by Howard Koch (LAP # 2461-NONF-912)

LAP # 3705-LIST-912 Points: 1

Subject: DIRECTION-FOLLOWING EXERCISE # 1

Classification: Listening

Participants: any number

Prerequisites: none

Following directions is an important thing to learn to do. To follow directions carefully requires attentive listening. You will need to pay attention to such things as the difference between writing and printing, or between writing a number (*three*) and drawing a number (3).

The object of this learning activity is for you to gain practice at attentive listening and careful following of spoken directions.

Materials needed: a piece of paper

a pencil, preferably, or a pen

cassette # 3705-LIST-912, which is not filed in the drawer but may be obtained from the teacher

a cassette player

ACTIVITIES:

I. Obtain cassette # 3705-LIST-912 from the teacher. Be sure you have a clean piece of paper and a writing implement before you play the cassette.

II. Play the cassette tape ONLY ONCE. Do not turn it off until you are told to do so.

III When you are told to turn off the cassette, do so and take the tape and your paper to the teacher.

IV. If you have followed directions with 75% accuracy, the teacher will initial your packet. When it is returned to you put it in your notebook.

LAP # 3706-LIST-912 Points: 1

Subject: DIRECTION-FOLLOWING EXERCISE # 2

Classification: Listening

Participants: any number

Prerequisites: none

It is important to learn to follow directions. To follow directions carefully requires attentive listening. You will need to pay attention to such things as the difference between writing and printing, or between writing a number (four) and drawing a number (4).

The object of this learning activity is for you to gain practice at attentive listening and careful following of spoken directions.

Materials needed: a piece of paper

a pencil, preferably, or a pen

Cassette # 3706-LIST-912, which is not in the drawer but must be obtained from the teacher

a cassette player

ACTIVITIES:

I. Obtain cassette # 3706-LIST-912 from the teacher. Be sure you have a clean piece of paper and a writing implement before you play the cassette.

II. Play the cassette tape ONLY ONCE. Do not turn it off until you are told to do so.

III. When you are told to turn off the cassette, do so and take the tape and your paper to the teacher.

IV. If you have followed directions with 75% accuracy the teacher will initial your packet. When it is returned to you put it in your notebook.

LAP # 3726-CLUB-910 Points: 6

Subject: CLUB FOR SELF-IMPROVEMENT
Classification: Club
Participants: 5 - 15
Prerequisites: none

The object of this learning activity is for you to form a CLUB which will hold, as its central concern, SELF-IMPROVEMENT. In this club you will elect whatever officers you feel are necessary for the organization to function well. You may draw up a concise constitution. You will hold regular meetings. Exactly what the club will do will be decided by the members at your first meeting. Through this "mini-experience" you will become familiar with the aspect of SELF-IMPROVEMENT which your club will focus on; you will gain practice at parliamentary procedure, exchange of ideas, and communication skills.

ACTIVITIES:

I. The members who are to form the club will meet. At the first meeting you will:

a. choose an ad hoc chairman to preside over this meeting

b. decide on the club purpose

c. decide on a club name

d. set a regular meeting time

II. At the first or second meeting you will elect officers.

III. Hold your meetings throughout the semester. The secretary may keep minutes which are to be submitted to the teacher the week before the last week of the semester. If you have no secretary and/or minutes, a club member may be appointed to draw up a summary of the results of the semester's club meetings. This summary is to be presented to the teacher the week before the last week of the semester.

IV. During the last week of the semester each member is to bring his/her packet to the teacher to be initialed and have the points recorded for a part of the total semester grade.

LAP # 3727-CLUB-1112 Points: 6

Subject: CLUB FOR SELF-IMPROVEMENT

Classification: Club

Participants: 5 - 15

Prerequisites: none

The object of this learning activity is for you to form a CLUB which will hold as its central concern SELF-IMPROVEMENT. In this club you will elect whatever officers you feel are necessary for the organization to function well. You may draw up a concise constitution. You will hold regular meetings. Exactly what the club will do will be decided by the members at your first regular meeting. Through this "mini-experience" you will become familiar with the aspect of SELF-IMPROVEMENT which your club will focus on; you will gain practice at parliamentary procedure, exchange of ideas, and communication skills.

ACTIVITIES:

I. The members who are to form the club will meet. At this first meeting you will:

a. choose an ad hoc chairman to preside over this meeting

b. decide on the club purpose

c. decide on a club name

d. set a regular meeting time

OPTIONAL: e. draw up a constitution

II. At the first or second meeting you will elect officers.

III. Hold your meetings throughout the semester. The secretary may keep minutes which are to be submitted to the teacher the week before the last week of the semester. If you have no secretary and/or minutes, a club member may be appointed to draw up a summary of the results of the semester's club meetings. This summary is to be presented to the teacher the week before the last week of the semester.

IV. During the last week of the semester, each member is to bring his/her packet to the teacher to be initialed and have the points recorded for a part of the total semester grade.

LAP # 3728-CLUB-910 Points: 6

Subject: CLUB FOR CLASS IMPROVEMENT
Classification: Club
Participants: 5 - 15
Prerequisites: none

The object of this learning activity is for you to form a CLUB which will hold CLASS IMPROVEMENT as its central concern. In this club you will elect whatever officers you feel are necessary for the organization to function well. You may draw up a concise constitution. You will hold regular meetings. Exactly what the club will do will be decided by the members at your first regular meeting. Through this "mini-experience" you will become familiar with the aspect of CLASS IMPROVEMENT which your club will focus on; you will gain practice at parliamentary procedure, exchange of ideas, and communication skills.

ACTIVITIES:

I. The members who are to form this club will meet. At this first meeting you will:

    a. choose an ad hoc chairman to preside over this first meeting
    b. decide on a club purpose
    c. decide on a club name
    d. set a regular meeting time
    OPTIONAL: e. draw up a constitution

II. At the first or second meeting you will elect officers.

III. Hold your meetings throughout the semester. The secretary may keep minutes which are to be submitted to the teacher the week before the last week of the semester. If you have no secretary and/or minutes, a club member may be appointed to draw up a summary of the results of the semester's club meetings. This summary is to be presented to the teacher the week before the last week of the semester.

IV. During the last week of the semester each member is to bring his/her packet to the teacher to be initialed and have the points recorded for a part of the total semester grade.

LAP # 3729-CLUB-1112 Points: 6

Subject: CLUB FOR CLASS IMPROVEMENT
Classification: Club
Participants: 5 - 15
Prerequisites: none

The object of this learning activity is for you to form a CLUB which will hold CLASS IMPROVEMENT as its central concern. In this club you will elect whatever officers you feel are necessary for the organization to function well. You may draw up a concise constitution. You will hold regular meetings. Exactly what the club will do will be decided by the members at your first meeting. Through this "mini-experience" you will become familiar with the aspect of CLASS IMPROVEMENT which your club will focus on; you will gain practice at parliamentary procedure, exchange of ideas, and communication skills.

ACTIVITIES:

I. The members who are to form the club will meet. At this first meeting you will:

   a. choose an ad hoc chairman to preside over this meeting

   b. decide on the club purpose

   c. decide on a club name

   d. set a regular meeting time

   OPTIONAL: e. draw up a constitution

II. At the first or second meeting you will elect officers.

III. Hold your meetings throughout the semester. The secretary may keep minutes which are to be submitted to the teacher the week before the last week of the semester. If you have no secretary and/or minutes, a club member may be appointed to draw up a summary of the results of the semester's club meetings. This summary is to be presented to the teacher the week before the last week of the semester.

IV. During the last week of the semester each member is to bring his/her packet to the teacher to be initialed and have the points recorded for a part of the total semester grade.

LAP # 3730-CLUB-910 Points: 6

Subject: CLUB FOR SCHOOL IMPROVEMENT
Classification: Club
Participants: 5 - 15
Prerequisites: none

The object of this learning activity is for you to form a CLUB which will hold SCHOOL IMPROVEMENT as its central concern. In this club you will elect whatever officers you feel are necessary for the organization to function well. You may draw up a concise constitution. You will hold regular meetings. Exactly what the club will do will be decided by the members at your first meeting. Through this "mini-experience" you will become familiar with the aspect of SCHOOL IMPROVEMENT which your club will focus on; you will gain practice at parliamentary procedure, exchange of ideas, and communication skills.

ACTIVITIES:

I. The members who are to form the club will meet. At this first meeting you will:

a. choose an ad hoc chairman to preside over this meeting

b. decide on the club purpose

c. decide on a club name

d. set a regular meeting time

OPTIONAL: e. draw up a constitution

II. At the first or second meeting you will elect officers.

III. Hold your meetings throughout the semester. The secretary may keep minutes which are to be submitted to the teacher the week before the last week of the semester. If you have no secretary and/or minutes, a club member may be appointed to draw up a summary of the results of the semester's club meetings. This summary is to be presented to the teacher the week before the last week of the semester.

IV. During the last week of the semester each member is to bring his/her packet to the teacher to be initialed and have the points recorded for a part of the total semester grade.

LAP # 3733-CLUB   Points: 6

Subject: CLUB FOR CIVIC IMPROVEMENT

Classification: Club

Participants: 5 - 15

Prerequisites: none

The object of this learning activity is for you to form a CLUB which will hold CIVIC IMPROVEMENT as its central concern. In this club you will elect whatever officers you feel are necessary for the organization to function well. You may draw up a concise constitution. You will hold regular meetings. Exactly what the club will do will be decided by the members at your first meeting. Through this "mini-experience" you will become familiar with the aspect of CIVIC IMPROVEMENT which your club will focus on; you will gain practice at parliamentary procedure, exchange of ideas, and communication skills.

ACTIVITIES:

I. The members who are to form the club will meet. At this first meeting you will:

   a. choose an ad hoc chairman to preside over the meeting

   b. decide on the club purpose

   c. decide on a club name

   d. set a regular meeting time

   OPTIONAL: e. draw up a constitution

II. At the first or second meeting you will elect officers.

III. Hold your meetings throughout the semester. The secretary may keep minutes which are to be submitted to the teacher the week before the last week of the semester. If you have no secretary and/or minutes, a club member may be appointed to draw up a summary of the result of the semester's club meetings. This summary is to be presented to the teacher the week before the last week of the semester.

IV. During the last week of the semester each member is to bring his/her packet to the teacher to be initialed and have the points recorded for a part of the total semester grade.

LAP # 3737-CLUB-912 Points: 6

Subject: HOBBY STUDY CLUB
Classification: Club
Participants: 5 - 15
Prerequisites: none

The object of this learning activity is for you to form a CLUB which will study HOBBIES as its central concern. In this club you will elect whatever officers you feel are necessary for the organization to function well. You will hold regular meetings. Exactly what the club will do will be decided by the members at your first meeting. Through this "mini-experience" you will become familiar with the aspect of HOBBIES which your club will focus on; you will gain practice at parliamentary procedure, exchange of ideas, and communication skills.

ACTIVITIES:

I. The members who are to form the club will meet. At this first meeting you will:
   a. choose an ad hoc chairman to preside over this meeting
   b. decide on the club purpose
   c. decide on a club name
   d. set a regular meeting time
   OPTIONAL: e. draw up a constitution

II. At the first or second meeting you will elect officers.

III. Hold your meetings throughout the semester. The secretary may take minutes which are to be submitted to the teacher the week before the last week of the semester. If you have no secretary and/or minutes, a club member may be appointed to draw up a summary of the results of the semester's club meetings. This summary is to be presented to the teacher the week before the last week of the semester.

IV. During the last week of the semester each club member is to bring his/her packet to the teacher to be initialed and have the points recorded for a part of the total semester grade.

LAP # 3740-CLUB-912 Points: 6

Subject: CULTURE CLUB
Classification: Club
Participants: 5 - 15
Prerequisites: none

The object of this learning activity is for you to form a CLUB which will hold CULTURE as its central concern. In this club you will elect whatever officers you feel are necessary for the organization to function well. You may draw up a concise constitution. You will hold regular meetings. Exactly what the club will do will be decided by the members at the first meeting. Through this "mini-experience" you will become familiar with the aspect of CULTURE which your club will focus on; you will gain practice at parliamentary procedure, exchange of ideas, and communication skills.

ACTIVITIES:

I. The members who are to form the club will meet. At this first meeting you will:

  a. choose an ad hoc chairman to preside over the meeting

  b. decide on the club purpose

  c. decide on a club name

  d. set a regular meeting time

  OPTIONAL: e. draw up a constitution

II. At the first or second meeting you will elect officers.

III. Hold your meetings throughout the semester. The secretary may keep minutes which are to be submitted to the teacher the week before the last week of the semester. If you have no secretary and/or minutes, a club member may be appointed to draw up a summary of the results of the semester's club meetings. This summary is to be presented to the teacher the week before the last week of the semester.

IV. During the last week of the semester, each member is to bring his/her packet to the teacher to be initialed and have the points recorded for a part of the total semester grade.

LAP # 3741-CLUB-912 Points: 6

Subject: TIMELY TRENDS CLUB
Classification: Club
Participants: 5 - 15
Prerequisites: none

The object of this learning activity is for you to form a CLUB which will hold TIMELY TRENDS as its central concern. In this club you will elect whatever officers you feel are necessary for the organization to function well. You may draw up a concise constitution. You will hold regular meetings. Exactly what the club will do will be decided by the members at the first meeting. Through this "mini-experience" you will become familiar with the aspect of TIMELY TRENDS which your club will focus on; you will gain practice at parliamentary procedure, exchange of ideas, and communication skills.

ACTIVITIES:

I. The members who are to form the club will meet. At this first meeting you will:

a. choose an ad hoc chairman to preside over the meeting

b. decide on the club purpose

c. decide on a club name

d. set a regular meeting time

OPTIONAL: e. draw up a constitution

II. At the first or second meeting you will elect officers.

III. Hold your meetings throughout the semester. The secretary may keep minutes which are to be submitted to the teacher the week before the last week of the semester. If you have no secretary and/or minutes, a club member may be appointed to draw up a summary of the results of the semester's club meetings. This summary is to be presented to the teacher the week before the last week of the semester.

IV. During the last week of the semester each member is to bring his/her packet to the teacher to be initialed and have the points recorded for a part of the total semester grade.

Subject: STUDY GROUP
Classification: Club
Participants: 5 - 15
Prerequisites: none

The object of this learning activity is for you to form a CLUB which will STUDY some central theme selected by the group. There may be a separate theme for each meeting, or one theme for the entire semester. You will elect whatever officers you feel are necessary for the organization to function well. You may draw up a constitution. You will hold regular meetings. Through this "mini-experience" you will learn about the topic or topics studied; you will gain practice at parliamentary procedure, exchange of ideas, and communication skills.

ACTIVITIES:

I. The members who are to form the club will meet. At this first meeting you will:

  a. choose an ad hoc chairman to preside over the meeting
  b. decide whether you want one or several topics for study
  c. decide on a club name
  d. set a regular meeting time
  OPTIONAL: e. draw up a constitution

II. At your first or second meeting you will elect officers.

III. Hold your meetings throughout the semester. If you have a secretary minutes should be kept; if not, appoint a member to be responsible for a written summary of the results of the semester's club meetings. The minutes or summary should be presented to the teacher the week before the last week of the semester.

IV. During the last week of the semester each member is to bring his/her packet to the teacher to be initialed and have the points recorded for a part of the total semester grade.

LAP # 3746-CLUB-912 Points: 6

Subject: "GUILD" GROUP
Classification: Club
Participants: 5 - 15
Prerequisites: none

"GUILD, in the Middle Ages was an important type of association. The best-known guilds were the societies of merchants and workmen . . ." (World Book Encyclopedia)

By now you probably have some interest in a particular kind of work even though you may not have made a definite decision about your future occupation. If you have NO interest in ANY kind of work, this packet is not for you. If you have some interest you may form a GUILD GROUP with others of similar or related interests.

The object of this learning activity is for you to form a GUILD GROUP. In this club you will elect whatever officers you feel are necessary for the organization to function well. You may draw up a constitution. You will hold regular meetings. Through this "mini-experience" you will increase your awareness of the kind of work you are interested in; you will gain practice at parliamentary procedure, exchange of ideas, and communication skills.

LAP # 3746-CLUB-912

ACTIVITIES:

I. At the first club meeting of your GUILD you will:

   a. choose an ad hoc chairman to preside over this meeting

   b. plan studies (or some other learning experience) for each member IN HIS/HER AREA

   c. decide on a club name

   d. set a regular meeting time

   OPTIONAL: e. draw up a constitution

II. At the first or second meeting you will elect officers.

III. Hold your meetings throughout the semester. If you have a secretary minutes should be kept; if not, appoint a club member to be responsible for writing a summary of the results of the semester's club meetings. The minutes or summary should be presented to the teacher the week before the last week of the semester.

IV. During the last week of the semester each member is to bring his/her packet to the teacher to be initialed and have the points recorded for part of the total semester grade.

LAP # 3747-CLUB-9

Subject: OPEN CLUB
Classification: Club
Participants: 5 - 15
Prerequisites: none

The object of this learning activity is for you to form a CLUB the central concern of which the members will decide. The decision will be checked with the teacher for suitability. In the club you will elect whatever officers you feel are necessary for the organization to function well. You may draw up a concise constitution. You will hold regular meetings. Through this "mini-experience" you will become familiar with whatever area your club chooses as its main theme; you will gain practice at parliamentary procedure, exchange of ideas, and communication skills.

LAP # 3747-CLUB-9

ACTIVITIES:

I. The members who are to form the club will meet. At this first meeting you will:

- a. choose an ad hoc chairman to preside over this meeting
- b. decide on the kind of club your club will be and what purpose the club will serve
- c. decide on a club name
- d. set a regular meeting time
- OPTIONAL: e. draw up a constitution

II. At the first or second meeting you will elect officers.

III. Hold your meetings throughout the semester. The secretary may keep minutes which are to be presented to the teacher the week before the last week of the semester. If you have no secretary a club member may be appointed to draw up a summary of the results of the semester's club meetings. This summary should be presented to the teacher the week before the last week of the semester.

IV. During the last week of the semester each member is to bring his/her packet to the teacher to be initialed and have the points recorded for a part of the total semester grade.

LAP # 3750-CLUB-12

Subject: OPEN CLUB
Classification: Club
Participants: 5 - 15
Prerequisites: none

The object of this learning activity is for you to form a CLUB the central concern of which the members will decide. The decision will be checked with the teacher for suitability. In the club you will elect whatever officers you feel are necessary for the organization to function well. You may draw up a concise constitution. You will hold regular meetings. Through this "mini-experience" you will become familiar with whatever area your club chooses as its main theme; you will gain practice at parliamentary procedure, exchange of ideas, and communication skills.

LAP # 3750-CLUB-12

ACTIVITIES:

I. The members who are to form the club will meet. At this first meeting you will:

- a. choose an ad hoc chairman to preside over this meeting
- b. decide what kind of club your group will be and what purpose the club will serve
- c. decide on a club name
- d. set a regular meeting time

OPTIONAL: e. draw up a constitution

II. At the first or second meeting you will elect officers.

III. Hold your meetings throughout the semester. The secretary may keep minutes which are to be presented to the teacher the week before the last week of the semester. If you have no secretary, a club member may be appointed to draw up a summary of the result of the semester's club meetings. This summary should be presented to the teacher the week before the last week of the semester.

IV. During the last week of the semester each member is to bring his/her packet to the teacher to be initialed and have the points recorded for a part of the total semester grade.

LAP # 3752-CONV-912 Points: 2

Subject: PHILOSOPHICAL DISCUSSION
Classification: Conversation
Participants: 6 - 10
Prerequisites: none

An informal conversation has no "leader" and no set assignment or report to make. The participants should be courteous to other members of the group. Agreeing or disagreeing with ideas presented is entirely up to each individual, but courtesy is to be observed at all times.

Although there is no "goal" as such, the conversation should not veer wildly from the subject at hand, nor should it drag or lapse into a "gossip" session. Each speaker should stick to the subject. No one should try to monopolize the conversation — the other fellow may have something interesting to say, too. All the members of the group should participate at times, and if one member is "left out", the other members of the group should encourage (without undue pressure) that member to express his/her ideas, too. Thoughtless repetition of ideas can be very boring and make the discussion drag.

The object of this learning activity is for you to have an opportunity to practice good conversation skills: courtesy, patience, attentiveness, and thinking.

LAP # 3752-CONV-912

Materials needed: a cassette recorder
a one-hour cassette tape

ACTIVITIES:

I. The group will meet during one class period, having previously decided on this activity so that each member will come to the meeting with several ideas in mind about the subject to be discussed. The conversation should run between 30 and 60 minutes.

II. One member of the group will record the conversation on a cassette tape which will be turned in to the teacher after the discussion is completed.

III. Within five days after the conversation, you will bring your packet to the teacher to be initialed and have the points recorded.

LAP # 3764-CONV-912 Points: 2

Subject: ECOLOGICAL DISCUSSION
Classification: Conversation
Participants: 6 - 10
Prerequisites: none

An informal conversation has no "leader" and no set assignment or report to make. The participants should be courteous to other members of the group. Agreeing or disagreeing with ideas presented is entirely up to each individual, but courtesy is to be observed at all times.

Although there is no "goal" as such, the conversation should not veer wildly from the subject at hand, nor should it drag or lapse into a "gossip" session. Each member should stick to the subject. None should try to monopolize the conversation — the other fellow may have something interesting to say, too. All the members of the group should participate at times, and if one member is "left out", the other members of the group should encourage (without undue pressure) that member to express his/her ideas, too. Thoughtless repetition of ideas can make the discussion drag.

The object of this learning activity is for you to have a chance to practice good conversation skills: courtesy, patience, attentiveness, and thinking.

LAP # 3764-CONV-912

Materials needed: a cassette tape recorder
a one-hour cassette tape

ACTIVITIES:

I. The group will meet during one class period. This should be a full class period and the conversation should run between 30 and 60 minutes. The conversation should have been selected prior to the day of the discussion so that each member of the group will have several ideas in mind about the subject BEFORE the meeting time.

II. One member of the group will record the conversation on a cassette tape and turn in that tape to the teacher after the discussion is completed.

III. Within five days after the conversation you will bring your packet to the teacher to be initialed and have the points recorded.

LAP # 3768-CONV-912 Points: 2

Subject: FUTURISTIC DISCUSSION
Classification: Conversation
Participants: 6 - 10
Prerequisites: none

An informal conversation has no "leader" and no set goals to meet. The participants should be courteous to other members of the group. Agreeing or disagreeing with ideas presented is entirely up to each individual, but courtesy is to be observed at all times.

Although there is no goal as such, the conversation should not veer wildly from the subject at hand, nor should it drag or lapse into a "gossip" session. Each speaker should stick to the subject. No one should try to monopolize the conversation — the other fellow may have something interesting to say, too. All the material presented should be germane to the subject. All members of the group should participate at times, and if one member is left out the other members of the group should encourage (without undue pressure) that member to express his/her ideas, too. Thoughtless repetition can become very boring.

The object of this learning activity is for you to have a opportunity to practice good conversation skills: courtesy, patience, attentiveness, and thinking.

Materials needed: a cassette tape recorder
a one-hour cassette tape

LAP # 3768-CONV-912

ACTIVITIES:

I. The group will meet during one class period. This should be a full period and the conversation should run between 30 and 60 minutes. Each member should have several ideas in mind about the subject BEFORE THE MEETING; therefore the subject should be chosen at least a day before the actual meeting for the discussion.

II. One member of the group will record the discussion on a cassette tape.

III. After the discussion is completed the tape will be given to the teacher.

IV. The day after the discussion, or within 5 days thereafter, you will bring your packet to the teacher to be initialed and have the points recorded.

LAP # 37[illegible]0-CONV-912 Points: 2

Subject: COLLEGE DISCUSSION
Classification: Conversation
Participants: 6 - 10
Prerequisites: none

An informal conversation has no "leader" and no set assignment or report to make. The participnats should be courteous to other members of the group. Agreeing or disagreeing with ideas presented is entirely up to each individual, but courtesy is to be observed at all times.

Although there is no "goal" as such, the conversation should not veer wildly from the subject at hand, nor should it drag or lapse into a "gossip" session. Each speaker should stick to the subject. No one should try to monopolize the conversation — the other fellow may have something interesting to say, too. All the members of the group should participate at times, and if one member is "left out" the other members of the group should encourage (without undue pressure) that member to express his/her ideas, too. Thoughtless repetition of ideas can make the discussion drag. Going around in circles is not productive (unless you are a wheel).

The object of this learning activity is for you to have a chance to practice good conversation skills: courtesy, patience, attentiveness, and thinking.

Materials needed: a cassette tape recorder
a one-hour cassette tape

ACTIVITIES:

I. The group will meet during one class period. This should be a full period and the conversation should run between 30 and 60 minutes. Each member should have several ideas in mind about the subject BEFORE the meeting time.

II. One member of the group will record the conversation on a cassette tape.

III. After the discussion the tape will be given to the teacher.

IV. The day after the discussion, or within 5 days thereafter, you will bring your packet to the teacher to be initialed and have the points recorded.

LAP # 3775-CONV-912 Points: 2

Subject: OPEN DISCUSSION
Classification: Conversation
Participants: 6 - 10
Prerequisites: none

Members of the OPEN DISCUSSION group should meet the day before the discussion to decide on the subject to be discussed so that each member will be prepared to take part in the discussion.

An informal conversation has no "leader" and no set assignment or report to make. The participants should be courteous to other members of the group. Agreeing or disagreeing with ideas presented is entirely up to each individual, but courtesy is to be observed at all times.

Although there is no "goal" as such, the conversation should not veer wildly from the subject at hand, nor should it drag or lapse into a "gossip" session. Each speaker should stick to the subject. No one should try to monopolize the conversation — the other fellow may have something interesting to say, too. All the members of the group should participate at times, and if one member is "left out" the other members of the group should encourage (without undue pressure) that member to express his/her ideas, too. Thoughtless repetition of ideas can make the discussion drag. Going around in circles is not productive (unless you are a wheel or tire).

The object of this learning activity is for you to have a chance to practice good conversation skills: courtesy, patience, attentiveness, and thinking.

Materials needed: a cassette tape recorder and a one-hour tape
an electrical outlet or batteries

ACTIVITIES:

I. The group will meet during one class period. This should be a full period and the conversation should run between 30 and 60 minutes. Each member should have several ideas in mind about the subject BEFORE the meeting time.

II. One member of the group will record the conversation on a cassette tape.

III. After the discussion, the tape will be given to the teacher.

IV. The day after the discussion, or within 5 days thereafter, you will bring your packet to the teacher to be initialed and have the points recorded.

LAP # 3786-SPEE-10 Points: 2

Subject: INANIMATE OBJECT SPEECH

Classification: Speech

Participants: one

Prerequisites: review of "BEFORE YOU SPEAK"

What would it be like to be a discarded Christmas tree, or a bicycle tire, or a broken pencil? Think of some inanimate object with which you might identify in an imaginative way.

The object of this learning activity is for you to practice speaking skills.

Materials needed: either video tape equipment WITH QUALIFIED PERSONNEL TO RUN IT

or teacher (and volunteer classmates, if desired) to be your audience

ACTIVITIES:

I. Choose the inanimate object you wish to have as the subject of your speech. Check your choice with the teacher. (If you wish, the teacher can help you choose an object.)

II. You will give your speech as though you were that object doing the speaking. Plan your speech accordingly.

III. When you are ready to give your speech, arrange for either an audience or someone to video tape your speech.

IV. Deliver your speech.

V. Have the teacher initial your packet and put it in your notebook.

ITEM #05

LAP # 2339-POBI-912 Points: 5

Subject: ROBERT FROST
Classification: Poet biography
Participants: one
Prerequisites: none

American poet Robert Frost is well worth your research efforts. His poetry might interest you, too. Cassette tape # 2886-POET-912 presents poetry by Frost, some of it read by Frost himself. LAP # 2886-POET-912 is worth 8 points and would make a suitable study in conjunction with this packet.

The object of this learning activity is for you to learn about a significant American poet, Robert Frost.

Materials needed: a reputable encyclopedia
writing implement for worksheet and unit test

ACTIVITIES:

I. Research Robert Frost.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for your unit test.

III. Arrange with your teacher for the unit test.

LAP # 2339-POBI-912 **WORKSHEET**

1. Robert _______________ Frost was born March ____, __________ at ______________________________, ____________________________.

2. Frost married ____ on ___________________ _____, ___________.

3. T F At one time Frost taught school.

4. Since Frost was not born in New England, why was he considered a "New England poet"?

5. His first volume was published in what year?

6. He spoke at the inauguration of

7. He once said, "A poem begins in delight and ends in _____________________________."

8. T F Frost was a farmer for a time.

9. T F Frost was an editor at one time.

10. T F Frost was once an ambassador to Russia.

11. For what auspicious occasion in 1961 did Frost read his poem "The Gift Outright"?

12. According to Frost, serenity comes from

13. What does "serenity" mean?

14. T F Frost was a graduate of Yale University.

15. When did Robert Frost die?

LAP # 2342-POBI-912 Points: 5

Subject: WILLIAM WORDSWORTH
Classification: Poet biography
Participants: one
Prerequisites: none

William Wordsworth was an English poet, honored during his lifetime, and still read fondly today.

The object of this learning activity is for you to learn about WILLIAM WORDSWORTH.

Materials needed: good source(s) for reference
writing implement

ACTIVITIES:

I. Research enough information about William Wordsworth to feel familiar with an outline of his biography.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with the teacher for the unit test.

WORKSHEET

1. Give the birth and death dates for William Wordsworth.

2. He died on the birthdate of what very famous poet and playwright?

3. William was the son of ______________ and _____________ Wordsworth.

4. To what strata of society was he born?

5. He was required to memorize poetry of Spenser, Milton,
   ________________________, and Pope.

6. Who became guardians of William and his siblings after the death of their parents?

7. He was especially close to his sister ___________________.

8. His advanced scholarship was but mediocre, especially in
   ________________________.

9. His broth Richard was an __________________________.

10. What was Wordsworth's secret ambition?

11. Tell about his romantic loves, his marriage, and his children.

12. He wrote ___________________ which was autobiographical.

13. What enabled him to make poetry his career?

14. T F Wordsworth wrote The Rime of the Ancient Mariner.

WORKSHEET

15. Wordsworth became poet laureate in ____________________ under what condition?

16. Wordsworth once defined poetry as "emotion recalled in ______________________________".

17. How many children did Wordsworth have?

18. T F Wordsworth was fond of the Lake District.

19. What does "poet laureate" mean literally?

20. What is a poet laureate?

LAP # 2346-POBI-912 Points: 5

Subject: E E CUMMINGS
Classification: Poet biography
Participants: one
Prerequisites: none

The man whose name we know as e e cummings chose to forsake capital letters and punctuation as his assertion of individuality. His poetry is deliberately unconventional.

The object of this learning activity is for you to learn about e e cummings.

Materials needed: encyclopedia reference sources
writing implement for worksheet and unit test

ACTIVITIES:

I. Read biographical material about e e cummings.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. On a separate sheet of paper copy a poem by e e cummings. Staple that sheet of paper to this packet WITH THIS SHEET ON TOP.

IV. Arrange with your teacher for the unit test.

LAP # 2346-POBI-912 **WORKSHEET**

1. e e cummings was born at ________________, __________________
on ________________ ______, _________.

2. His parents named him ____________ ____________ ________________.

3. He is known for three occupations, each beginning with a "p".
They are _____________, _________________, and _____________.

4. His father was a ___________________________.

5. In World War I he volunteered

6. Why did he spend time in a detention camp?

7. As a result of these experiences he wrote ____________________
____________________, which was published in _______________.

8. Where did he attend college?

9. When did he receive his Bachelor of Arts degree?

10. When did he receive his Master of Arts degree?

11. His verse play _________________________ was published in 1927.

12. His verse play _________________________ was published in 1946.

13. e e cummings frowned upon both Russian _______________________
and American ___________________________.

14. i: six nonlectures is an ___________________________ book
which was published in _______.

15. cummings favored (intuition, systematic knowledge).

16. He died at _________________________, _________________________
on __________________ ________, _______________.

LAP # 2350-POBI-912 Points: 5

Subject: WALT WHITMAN

Classification: Biography of a Poet

Participants: any number

Prerequisites: none

Walt Whitman, 19th century American poet, departed so drastically from the traditional forms of poetry that some critics in his time said his poems were not poems at all. Yet today we recognize Whitman as one of the giants of American literature and his influence continues to the present day.

The object of this learning activity is for you to become acquainted with essentials of Whitman's biography.

Materials needed: The film "Walt Whitman, Background for His Works: (this can be ordered by your teacher or the librarian)

Movie projector and viewing surface for film

Writing implement for worksheet and test

ACTIVITIES:

I. View the Whitman film. You may choose to take notes during the film. You may wish to see the film more than once. DO NOT stop film to take notes.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for your unit test.

III. Arrange with your teacher for the unit test.

LAP # 2350-POBI-912 **WORKSHEET**

1. When was Walt Whitman born?
2. Where was he born?
3. T F Whitman taught school.
4. What kind of work did Whitman do between 1839 and 1848?
5. Because of his concern for his appearance, he was known as a "____________________ ____________________."
6. In 1848 Whitman left New York to go to
7. About how long was he there?
8. Then he went through ____________________ and saw the ____________________ ____________________.
9. In the late 1840's and early 1850's he worked as a ____________________ with his father, while at the same time he was a ____________________ ____________________.
10. He understood farm life because
11. He understood pioneer life because
12. He understood city life because
13. "He had seen the major ____________________ of American life."
14. The inner change in Whitman was reflected in his changing
15. He was a man "who considered himslef a ____________________ for the real everyday people of a changing America."

WORKSHEET

16. Because he was capable as a ______________________________, he was able to print by hand a "remarkable book", Leaves of Grass.

17. The critics viewed this book with surprise and __________________.

18. Why did they claim these were not poems at all?

19. Scholars said that Whitman's new style in Leaves of Grass was partly from the "echoing phraseology of ____________________ __________________________", partly from the flowing oratory of the time, and partly from Whitman's reaction to

20. When the Civil War broke out in 1861, Whitman went to ___________________ where he helped to care for the wounded.

21. His concern shifted from man to __________________________.

22. As he turned thoughtful and serene he became known as "The ____".

23. T F The Suez Canal was built during Whitman's lifetime.

24. T F Whitman was always a very wealthy man.

25. When did Whitman die?

LAP # 2881-POET-912 Points: 4

Subject: RENASCENCE by Edna St. Vincent Millay
Classification: Poetry
Participants: any number
Prerequisites: none

Edna St. Vincent Millay, an American poet of the twentieth century, wrote this poem when she was nineteen years old.

The object of this learning activity is for you to become acquainted with the poem.

Materials needed: Cassette # 2881-POET-912
Cassette player

ACTIVITIES:

I. From your teacher obtain a printed copy of the poem RENASCENCE, and cassette # 2881-POET-912.

II. Listen to the recorded lesson and be prepared to follow the reading of the poem with your printed copy.

III. Return the cassette and the printed poem to the teacher.

IV. The teacher may ask for your reaction to the poem at the time you return the materials.

V. Have the teacher record your points and initial your packet.

VI. Put the packet in your notebook.

LAP # 2886-POET-912 Points: 8

Subject: POETRY OF ROBERT FROST

Classification: Poetry

Participants: any number

Prerequisites: none

American poet Robert Frost was an interesting person and you may wish to study his biography as well as his poetry. There is some biographical information given on the cassette which you will hear. The cassette is prepared, in part, from a recording of Robert Frost reading his own poetry. If you wish to hear more of his reading beyond these selections chosen for the cassette, ask your teacher to arrange for you to hear the record. Additional Robert Frost poetry can be found in assorted poetry anthologies, also.

The object of this learning activity is for you to learn about some of the poetry of Robert Frost.

Materials needed: cassette # 2886-POET-912

Robert Frost poetry booklet
(available from your teacher)

writing implement for the unit test

ACTIVITIES:

I. Listen to the cassette prepared for this lesson. Follow the reading of the poems by reading them along at the same time.

II. The test for this unit is an "open book" test. That is, you may use your packet while taking the test.

III. Arrange with the teacher for the test.

IV. At the time the teacher initials your packet, be sure you have returned the poetry booklet and the cassette.

V. After this packet is initialed keep it in your notebook.

LAP # 2905-POET-10 Points: 5

Subject: YOUR OWN POETRY COLLECTION
Classification: Poetry
Participants: one
Prerequisites: none

Your choice of this Learning Activities Packet indicates that you are interested in poetry for you wish to collect poems that you enjoy. It is to be hoped that you have already read a considerable amount of poetry and learned to respond to it with your own feelings. Wordsworth said that "poetry is emotion recalled in tranquility".

The object of this learning activity is for you to enjoy selecting poems from poetry you encounter - poems which you wish to keep and have available to reconsider again.

Materials needed: pen and paper (OR these poems may be typewritten)
assorted sources of poetry: anthologies, magazines, etc.

ACTIVITIES:

I. Search for poems which reflect your taste in poetry. Don't plan to copy every poem you meet. Be selective.

II. Those poems which you wish to keep in your collection are to be copied, either written with a pen or typewritten.

III. Gather your sheets of copied poems and staple them to this paper WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you carefully remove this sheet from the poems. File both this sheet and your poems in your notebook, but at the end of the semester when you return this sheet to the teacher, you may keep your poems.

LAP # 2907-POET-12 Points: 5

Subject: YOUR OWN POETRY COLLECTION
Classification: Poetry
Participants: one
Prerequisites: none

Your choice of this Learning Activities Packet indicates that you are interested in poetry for you wish to collect poems that you enjoy. It is to be hoped that you have already read a considerable amount of poetry and learned to respond to it with your own feelings. Wordsworth said that "poetry is emotion recalled in tranquility".

The object of this learning activity is for you to enjoy selecting poems from poetry you encounter — poems which you wish to keep and have available to reconsider again.

Materials needed: pen and paper (OR these poems may be typewritten)
assorted sources of poetry: anthologies,
magazines,
etc.

ACTIVITIES:

I. Search for poems which reflect your taste in poetry. Don't plan to copy every poem you meet. Be selective.

II. Those poems which you wish to keep in your collection are to be copied, either written with a pen or typewritten.

III. Gather your sheets of copied poems and staple them to this paper WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you carefully remove this sheet from the poems. File both this sheet and your poems in your notebook, but at the end of the semester when you return this sheet to the teacher, you may keep your poems.

LAP # 2926-POET-912 Points: 3

Subject: EVANGELINE by Henry Wadsworth Longfellow
Classification: Poetry
Participants: any number
Prerequisites: none

The chances are most likely that your grandparents studied this poem in school. It was a very famous poem; now it receives far less attention than it once did. The reason for its decrease in popularity might be an issue you would choose to look into at some time.

EVANGELINE is a narrative poem; it tells the story of lovers who are separated. It is interesting to note that the story was mentioned by Nathaniel Hawthorne in American Notebooks. Hawthorne and Longfellow were friends. The story captivated Longfellow who asked Hawthorne if he intended to use it, if not he wanted to use it for a poem. After Longfellow completed the poem in 1847 Hawthorne read it and praised it.

The object of this learning activity is for you to read a narrative poem and understand the story of the poem.

Materials needed: a copy of the poem EVANGELINE by Henry Wadsworth Longfellow
writing implement for worksheet

ACTIVITIES:

I. Read the poem EVANGELINE. You may wish to look up some of the Biblical references. You should look up words which you do not know, using a standard dictionary.

II. Answer the questions on the worksheet of this packet.

III. Have the teacher check your worksheet.

IV. When your packet is returned to you put it in your notebook.

LAP # 2926-POET-912 **WORKSHEET**

YOU MAY DO EITHER SECTION ONE OR SECTION TWO. YOU DO NOT NEED TO DO BOTH !!!!!!

SECTION ONE:

1. Write the story of EVANGELINE as a modern magazine article. Your magazine article should include the pertinent facts as given in the Longfellow poem. However, you will write it in a style which would appeal to modern-day readers of magazines. This could vary, of course, depending on the type of magazine. For instance an article in Reader's Digest will differ in style from one written in True Confessions or Newsweek. So you will want to decide first just what kind of magazine your article is written for.
   You may choose to illustrate your article either with your own art work or with illustrations you cut out from an old magazine or some other acceptable source. This illustration is optional.
   Remember to keep your article in line with the material given to you by Longfellow.
2. After you have written your article, write a brief comparison between your article and Longfellow's poem. What is the essential difference?
3. Staple your article and your comparison to this packet WITH THE PACKET ON TOP. Be sure your name is on the packet. Turn in your packet to the teacher.

SECTION TWO:

Answer the following questions and then turn in your packet to the teacher.

1. The story of EVANGELINE begins in ______________________________.
   The second part of the poem takes place in ________________________.
2. Evangeline was engaged to ____________________, son of ____________.
3. The notary public told a favorite tale which he liked to repeat whenever his neighbors complained that injustice had been done them. Briefly outline that tale.

WORKSHEET

4. How long had the priest been working among the Acadian people?

5. When the soldiers and the Acadians started fighting how did the priest calm his people?

6. What part of the story concludes the first section of the poem?

7. The second half of the poem deals mainly with Evangeline's search for ________________________.

8. At one time Evangeline was advised to marry __________________ ________________________, the notary's son.

9. In her search Evangeline once came quite close to the man for whom she was searching. How did she happen to miss him?

10. Who was Father Felician?

11. Why did Evangeline decide to stay at the Mission?

12. As the years passed, how did Evangeline continue to remember her lover? (That is, she thought of him as being ________________.)

13. When she finally gave up hope of finding her love, she settled to work as a ____________________ of ____________________.

14. How did she come to see her love once more?

15. Describe the place where Evangeline was buried.

LAP # 2928-POET-912 Points: 7

Subject: POETRY OF ROBERT BURNS

Classification: Poetry

Participants: any number

Prerequisites: none

Scottish poet Robert Burns wrote using his native dialect. His poetry may be difficult for the uninitiated, but we are extremely fortunate in having Jean and Jim Stevenson recorded reading some of Burns' poetry. With their sensitive personal delivery of the poems, language difficulties are surmounted and the beauty of Burns shines through. This packet is a special treat.

The object of this learning activity is for you to hear the poetry of Robert Burns as it should be heard.

Materials needed: cassette # 2928-POET-912
cassette player
Burns poetry booklet

ACTIVITIES:

I. Listen to cassette tape # 2928-POET-912. Some of the vocabulary may remain unknown to you, but the general gist of the poetry is greatly enhanced by Mrs. Stevenson's reading.

II. Turn in your packet to the teacher, who may discuss the tape with you.

III. When your packet is returned to you put it in your notebook.

ITEM #06

LAP # 2559-RDNG-9

Subject: READING BOOK
Classification: Reading
Participants: any number
Prerequisites: LAP # 2558-RDNG-9
POINTS: one point per 25 pages

This packet is meant to be used for reporting on a book which is not otherwise listed in the LAP catalog.

The object of this learning activity is to increase your reading skills.

Materials needed: a book
pen and paper
(optional) cassette tape recorder and tape cassette
or video equipment with authorized person to tape program

ACTIVITIES:

I. Read the book.

II. Consult the book report handbook and decide which method you will use to report on your book.

III. Complete your project.

IV. Have the teacher initial your packet.

V. When your packet is returned to you put it in your notebook.

LAP # 2570-RDNG-10

Subject: READING BOOK
Classification: Reading
Participants: any number
Prerequisites: LAP # 2569-RDNG-10
POINTS: one point per 25 pages

This packet is meant to be used for reporting on a book not otherwise listed in the LAP catalog.

The object of this learning activity is to increase your language skills.

Materials needed: a book
pen and paper
(optional) recording equipment

ACTIVITIES:

I. Read the book.

II. Consult the reading handbook to determine which method you will use to report on your book.

III. Complete the project.

IV. Have the teacher initial your packet.

V. When your packet is returned to you put it in your notebook.

LAP # 2621-MGST-9 Points: 2

Subject: MAGAZINE: ONE ARTICLE
Classification: Magazine study
Participants: one
Prerequisites: none

Magazines offer a wealth of material, ranging from entertainment to enlightenment, from general interest to very special interests. What magazines do you enjoy? What kind of articles do you like to read?

The object of this learning activity is for you to read and report on a magazine article.

Materials needed: a reputable magazine
pen and paper

ACTIVITIES:

I. Select a reputable magazine and read an article of interest to you. This article should be at least 2500 words in length.

II. Read the article.

III. On a piece of paper write your name, the name of the magazine, the name of the article, the author of the article, the pages on which the article can be found, the date of the magazine, and a summary of the article.

IV. Staple your report to this sheet WITH THIS SHEET ON TOP.

V. Turn in your packet to the teacher.

VI. When your packet is returned to you put it in your notebook.

LAP # 2627-MGST-10 Points: 2

Subject: MAGAZINE: ONE ARTICLE
Classification: Magazine study
Participants: one
Prerequisites: none

Magazines offer a wealth of material, ranging from entertainment to enlightenment, from general interest to very special interests. What magazines do you enjoy? What kind of articles do you like to read?

The object of this learning activity is for you to read and report on a magazine article.

Materials needed: a reputable magazine
pen and paper

ACTIVITIES:

I. Select a reputable magazine and read an article of interest to you. This article should be at least 2500 words in length.

II. Read the article.

III. On a piece of paper write your name, the name and date of the magazine, the name and author of the article, the pages on which the article can be found, and a summary of the article.

IV. Staple your report to this sheet WITH THIS SHEET ON TOP.

V. Turn in your packet to the teacher.

VI. When your packet is returned to you put it in your notebook.

LAP # 2633-MGST-11 Points: 2

Subject: MAGAZINE: ONE ARTICLE
Classification: Magazine study
Participants: one
Prerequisites: none

Magazines offer a wealth of material, ranging from entertainment to enlightenment, from general interest to very special interests. What magazines do you enjoy? What kind of articles do you like to read?

The object of this learning activity is for you to read and report on a magazine article.

Materials needed: a reputable magazine
pen and paper

ACTIVITIES:

I. Select a reputable magazine and read an article of interest to you. This article should be at least 2500 words in length.

II. On a piece of paper write your name, the name and date of the magazine, the name and author of the article, the pages on which the article can be found, and a summary of the article.

III. Staple your report to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 2639-MGST-12 Points: 2

Subject: MAGAZINE: ONE ARTICLE
Classification: Magazine study
Participants: one
Prerequisites: none

Magazines offer a wealth of material, ranging from entertainment to enlightenment, from general interest to very special interests. What magazines do you enjoy? What kind of articles do you like to read?

The object of this learning activity is for you to read and report on a magazine article.

Materials needed: a reputable magazine
pen and paper

ACTIVITIES:

I. Select a reputable magazine and read an article of interest to you. This article should be at least 2500 words in length.
II. On a piece of paper write your name, the name and date of the magazine, the name and author of the article, the pages on which the article can be found, and a summary of the article.
III. Staple your report to this sheet WITH THIS SHEET ON TOP.
IV. Turn in your packet to the teacher.
V. When your packet is returned to you put it in your notebook.

ITEM #07

LAP # 2101-HUMR-911 Points: 1

Subject: "THE RANSOM OF RED CHIEF" by O. Henry
Classification: Humorous short story
Participants: any number
Prerequisites: none

This very famous short story takes a light-hearted look at kidnapping. A serious subject becomes funny from the capable pen of American humorist O. Henry.

The object of this learning activity is for you to enjoy a well-known yarn.

Materials needed: a copy of the short story "THE RANSOM OF RED CHIEF"

pen and paper

OR art materials for a poster (crayons, watercolors, or such materials)

ACTIVITIES:

I. Read "THE RANSOM OF RED CHIEF" by O. Henry.

II. (a) Write a newspaper article about the kidnapping.

OR

(b) On plain white paper draw an illustration for the story using a caption suited to the story.

OR

(c) Write six letters to Red Chief from the public reacting to his adventure.

III. Staple your paper or poster to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

LAP # 2276-RABI-912 Points: 8

Subject: BLACK LIKE ME by John Howard Griffin
Classification: Race biography
Participants: any number
Prerequisites: none

What would it be like to be a black man? John Howard Griffin set out to answer that question. Through special processes he became a black man so convincingly that when he disclosed to a Negro friend that he was truly white, his friend did not believe him.

The object of this learning activity is for you to learn of some of the problems and attitudes a black man must face.

Materials needed: a copy of the book BLACK LIKE ME
writing implement for worksheet and unit test

ACTIVITIES:

I. Read the book BLACK LIKE ME.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

WORKSHEET

1. How did John Howard Griffin change himself enough to pass for a black man?

2. Why did he do this?

3. Where was he living at the time he decided to do this?

4. When George Levitan offered to help, what arrangement was agreed upon with Griffin?

5. Griffin had been ________________ when he had visited the French Quarter in New Orleans before.

6. Why didn't Griffin want to talk his plans over with his host during his color transformation?

7. How long was spent from the time Griffin began his change until he left the doctor's care?

8. Who was the first person to be shocked by his new appearance?

9. Why couldn't Griffin give his seat to the lady standing on the bus?

WORKSHEET

10. Why did Griffin have to shave his hands?

11. Griffin said that the Negro learns a silent language. What did he mean by silent language?

12. What individual act of cruelty did Griffin say was not typical?

13. Why were the Negroes friendlier to each other in Mississippi than in New Orleans?

14. Why did it bother Griffin to ride in the front seat with P. D. East?

15. P. D. East told a story of a Negro who went to register to vote. He was given a Chinese newspaper. What did he say the headline meant?

16. What recurring nightmare troubled Griffin?

17. Where does the book get its title?

18. Comment on the drinking water and restroom situations in the South.

19. The young Negroes hurt the cause of civil rights because they want to "get even" with the whites; the old "Uncle Toms" hurt the cause, too, because they

20. How did Mobile differ now from the way he had known it in his youth?

21. What dual standard of "racial purity" do some white Southern men hold?

22. What does Griffin call "the least obvious but most heinous of all race crimes"?

23. Griffin was in ________________________, __________________ when he changed back into white society.

24. In the final analysis, Griffin says the only real difference between whites and blacks is

LAP # 2277-RABI-912 Points: 8

Subject: HEY, WHITE GIRL! by Susan Gregory
Classification: Race biography
Participants: any number
Prerequisites: none

Susan Gregory writes her true account of what it is like to be the only white girl in an all-black high school.

The object of this learning activity is for you to share (vicariously) Susan Gregory's experiences and feelings.

Materials needed: a copy of the book HEY, WHITE GIRL!
writing implement for worksheet and unit test

Bibliography (suggested reading for further enrichment):
Black Like Me by John Howard Griffin
Yes I Can by Sammy Davis Jr.

ACTIVITIES:

I. Read HEY, WHITE GIRL! by Susan Gregory.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for your unit test.

III. Arrange with your teacher for the unit test.

LAP # 2277-RABI-912 WORKSHEET

1. What kind of work did Susan's father do?

2. How did the family come to a decision about moving?

3. Where did they move to?

4. The title of the book is a phrase which was called out to Susan. Where was she at the time?

5. Susan had been attending ____________________ High School, but in her senior year she transferred to __________________.

6. How did Susan's ankle get injured? (Tell about the incident leading up to the injury.)

7. Sue and her father addressed a group at the Winnetka Congregational Church. What did Sue say was the first thing to be noted at Marshall?

8. Miss Ellis was in charge of one of the activities Sue especially enjoyed. That activity was

9. Rudy, Elijah, and Delbert gave Sue what she described as "one of the most beautiful birthday gifts I'd ever received". What was it?

10. When Sue joined Student Council, who was president?

11. Why did Sue feel that Roosevelt made it possible for her to move around more freely and see more?

12. What incident did Sue refer to as "the budding of black power consciousness at Marshall"?

13. Susan was nicknamed "Susie Smart" by ____________________.

14. Why were Rudy and his mother forced from their home?

15. Summarize Susan's attitude about her experiences as stated in the concluding chapter.

LAP # 2301-DRGB-912 Points: 10

Subject: GO ASK ALICE
Classification: Non-fiction; drug biography
Participants: any number
Prerequisites: none

This book is based on the actual diary of a fifteen-year-old girl who was introduced to the drug scene by accident — at a party she accepted a coke, not knowing that it contained LSD.

The object of this learning activity is for you to know of the actual account of a young girl's experiences and reactions to her involvement with the drug scene.

Materials needed: a copy of the book GO ASK ALICE
writing implement for worksheet and unit test

Bibliography (suggested for further enrichment):

"We Love You, Call Collect" a recording by Art Linkletter

ACTIVITIES:

I. Read the book GO ASK ALICE.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with the teacher for the unit test.

LAP # 2301-DRGB-912 WORKSHEET

1. Why did "Alice" buy the diary?

2. What kind of work did her father do?

3. Who was Alice's first friend at the new school?

4. Identify Beth Baum.

5. Identify Jill Peters.

6. With whom was Alice staying at the time she was introduced to drugs?

7. At the party Bill Thompson said somebody would have to baby-sit. What did he mean?

8. How did Alice feel about drugs the morning after the party?

9. After her grandfather's heart attack Alice decided to help her grandmother more around the house. Why?

10. When Roger called four times Alice refused to talk to him. Why?

11. Why did Dr. Langley give Alice sleeping pills?

LAP # 2301-DRGB-912 WORKSHEET

12. How did Alice meet Chris?

13. Where was Roger going to be until Christmas?

14. What was the complaint Chris had against her mom?

15. Who taught Alice how to smoke pot?

16. Alice and ________________________ made a foursome with
Chris and ________________________.

17. Why did Alice turn Richie in to the police?

18. Where did Alice and Chris plan to go when they left town?

19. What was the first job Alice got in San Francisco?

20. Her second job was working for _____________ ________________.

21. Describe the shop that Alice and Chris opened.

22. What song decided Alice to go home for Christmas?

23. What was the "one good result" of Chris's having left home?

24. Why did Alice go to Denver?

25. How much money did she have when she arrived there?

26. At what time of the year did Alice start her Diary Number Two?

27. When Alice's grandfather died she was obsessed with the thought of decay. What was her bad dream about this?

28. Where did Alice meet Joel Reems?

29. Why did Jan get mad at Alice?

30. Why did Alice tell her dad to lock his car?

31. Describe the nature of Alice's bad trip on acid: how did she get it, what obsession caused her to be hospitalized?

32. How did Jan and Marcie "get even" with Alice?

33. Identify Fawn.

WORKSHEET

34. What did Alice give her father for his birthday?

35. What special surprise did Alice have on her birthday?

36. Why did Alice decide she wouldn't need to keep a diary any more?

37. How does Alice's language throughout the book reflect the changes in her?

LAP 2451-NONF-912 Points: 7

Subject: THE MAFIA IS NOT AN EQUAL OPPORTUNITY EMPLOYER
by Nicholas Gaga

Classification: Non-fiction

Participants: any number

Prerequisites: none

With the publication of Mario Puzo's THE GODFATHER there has been a marked increase in public awareness of and interest in the Mafia. This fact is reflected in the increased number of "Mafia"-type book titles now available at newsstands and book racks. Where only two decades ago the word "Communism" was enough to incite a near-witch-hunt, the word "Mafia" now seems to produce a marked reaction — possibly with a more personal kind of fear. Suppose you lived next door to a vacant house listed on the real estate market. Two buyers are interested in that house: one, a Communist; the other, a Mafioso. Which new neighbor would you choose over the other? Investigate the rationale behind your response. (Actually, we would hope for a third buyer, wouldn't we?)

On the other hand, you may see the Mafia as an over-publicized declining power. Or perhaps you have heard very little about the Mafia.

The object of this learning activity is to acquaint you with one investigative reporter's researched account of the Mafia organization, history, and current activities.

Materials needed: a copy of the book THE MAFIA IS NOT AN EQUAL OPPORTUNITY EMPLOYER

writing implement for worksheet and unit test

Bibliography (suggested reading for further enrichment):

The Godfather by Mario Puzo
The Valachi Papers by Peter Maas
assorted magazine articles about the Mafia
assorted magazine articles about the filming of the movie THE GODFATHER

ACTIVITIES:

I. Read THE MAFIA IS NOT AN EQUAL OPPORTUNITY EMPLOYER.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with the teacher for the unit test.

LAP # 2451-NONF-912 **WORKSHEET**

1. What is an investigative reporter?

2. One Pulitzer Prize winning reporter has said, "My first loyalty is to my source, then to my newspaper." What is a source?

   Explain why this reporter felt as he did?

3. What happened to Hank Messick?

4. What did Arthur and Barbara Gelb do about their error in the Eugene O'Neill biography?

5. The Mafia began in __________________________, Sicily, in the year __________.

6. The motto in the Sicilian Vespers was

7. Where did the word MAFIA come from?

8. What was the purpose of that first Mafia organization?

9. "Sometime during the ______________ century the character of the Mafia changed completely and its goals were reversed." Why?

WORKSHEET

10. Who wrote: "All organizations are born with principles and humanitarian goals, but in their midst opportunities are never missing, and men will always try to use them to make a profit"?

11. ______________ ________________ means "head of the family".

12. Identify Joseph Valachi.

13. Lucky Luciano and several other underworld leaders decided that more was to be gained by organization than by fighting among the underworld groups. The alliance they formed became known as the _______________ ____________________.

14. Al Capone based his activities in the city of _________________.

15. Identify Meyer Lansky.

16. Paul Lansky, Meyer's ____________________, now lives in ____________________, ____________________ where he and his wife and children are respected members of the community.

17. What was "Murder, Inc."?

18. Who broke up "Murder, Inc."?

19. What happened at the apartment of Virginia Hill on June 20,1947?

Why was this done?

20. Actor George Raft had what connections with the underworld?

21. ____ was shot to death by Jerome Johnson at the second annual Unity Day of the Italian-American Civil Rights League.

22. There are similarities between Johnny Fontane, a character in THE GODFATHER, and ___________________________________.

23. Before 1962, Joe Colombo was merely a soldier in the _____________________________ family.

24. Explain how Colombo got his big break in 1962.

25. Why did Frank Sinatra announce his support of Hubert Humphrey in 1968?

26. Why did Sinatra support a Republican in the 1970 gubernatorial race?

27. Why is it more damning for a man like Frank Sinatra to openly befriend gangsters than it would be for a plain John Doe?

28. _________________________________ developed a world-wide network that allows underworld profits to be "cleaned up" and invested in legitimate businesses.

WORKSHEET

29. Explain the chauvinistic double standard of the Mafia.

30. Give a brief account of Ann Drahmann Coppola.

31. What racket was organized by blacks and later taken over by Mafiosi?

32. What is morphine base?

33. When the Mafia pulled out of the high-risk side of the narcotics market, who moved in?

34. The A & P supermarket chain suffered attack because:

35. Explain how the Ross Trucking Company could effect the price you pay for bananas.

36. How does United Fruit get around Ross Trucking?

37. The best recommendations for ways to discourage organized crime are contained in

38. According to the Bureau of Narcotics and Dangerous Drugs, the average addict spends ______________ a day, or __________ a year, to support his habit. If he is getting that money by stealing, he must steal property worth ___________ a year. The revenue from illegal drugs in this country is estimated to be close to ____________________ a year.

39. How does this affect you?

40. Among the points raised in the report of President Johnson's Crime Commission were the following:

— That the police department of every major city should have

— That the prosecutor's office in every major city should have

— That citizens' and business groups should

— That every newspaper in major metropolitan areas where organized crime exists should

LAP # 2454-NONF-1012 Points: 9

Subject: BOSS Richard J. Daley of Chicago by Mike Royko
Classification: Non-fiction
Participants: any number
Prerequisites: none

The name of Richard J. Daley has long been prominent in politics. Mike Royko has written about Daley's political career, prominence as Chicago's mayor and influential figure in the Democratic party.

The object of this learning activity is for you to become acquainted with aspects of the political scene.

Materials needed: a copy of BOSS by Mike Royko
writing implement for worksheet and unit test

ACTIVITIES:

I. Read BOSS: Richard J. Daley of Chicago.

II. Answer the questions on the worksheet of this packet.

III. Arrange with the teacher for the unit test.

LAP # 2454-NONF-1012 **WORKSHEET**

1. Describe the background in which Richard Daley grew up.

2. Chicago is in ______________________ county.

3. The O'Hara terminal was completed, not in February as originally scheduled, but by October because

4. The main business district of Chicago is called ________________.

5. Identify the Hamburg Social and Athletic Club.

6. Al Capone was driven from Chicago to ____________________ in 1923, but returned four years later because

7. While attending DePaul University's School of Law in the evening Daley worked days at __________________________.

8. Richard J. Daley, 28, married _________________________, 19, in 1936.

9. How long had the courtship lasted?

10. What remark did the author have to make about that (#9)?

11. Richard Daley had _________ brothers and _______ sisters.

12. Mayor Kennelly was confident he could charm the party bosses into re-nomination, but he failed to because

13. What is meant by "the Machine"?

14. Daley calls his wife _______________________.

15. What is "nepotism"?

16. What shocking scandal forced a police department clean-up?

17. ______________________________, head of criminology at

______________________________ succeeded O'Connor as

chief of police.

18. Daley became mayor in ____________________.

19. Tell about the incident of the air raid alarm and fire chief Robert Quinn.

20. Author Royko accuses Daley of moral dichotomy. He illustrates this by discussing Daley's moral views on sex and graft. Explain.

21. Why did Adamowski drop his investigation of what he considered a crooked voting situation?

22. Explain the "wet-the-black" program.

23. Why did Ribicoff say, "If we had McGovern, we wouldn't have the Gestapo in the streets of Chicago."?

24. Summarize your impression of the book and of the author's attitude toward his subject.

LAP # 2461-NONF-912 Points: 7

Subject: THE PANIC BROADCAST by Howard Koch
Classification: Non-fiction
Participants: any number
Prerequisites: none

Sunday evening, October 30, 1938, a radio dramatization made history. The young actor Orson Welles (23 years old at that time) presented a radio play based on H. G. Wells' book The War of the Worlds. Unforeseen mass hysteria gripped the nation. In his book THE PANIC BROADCAST, Howard Koch, who wrote the dramatization based on Wells' book, reviews the events of that time and offers some explanations for the irrational reactions of listeners of the program and others who did not hear the broadcast but were nonetheless caught up in the strange behavior of that now-famous night.

The object of this learning activity is for you to learn about a famous incident of theater history.

Materials needed: a copy of the book THE PANIC BROADCAST
by Howard Koch
writing implement for worksheet and unit test

Bibliography (suggested for further enrichment):

Invasion from Mars a recording of the original radio drama

ACTIVITIES:

I. Read THE PANIC BROADCAST.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with the teacher for the unit test.

LAP # 2461-NONF-912 **WORKSHEET**

1. How does Arthur C. Clarke regard the hostility of possible alien visitors in the future?

2. How did Grovers Mill chance to be chosen as the site of the first Martian landing?

3. How did Dorothy Thompson influence public opinion?

4. The announcer interviewed Mr. ____________________, the man on whose farm the first Martian landed.

5. The first living creature Pierson encountered after the Martian chaos was

6. What plans did the stranger disclose to Pierson?

7. Why did Pierson leave him?

8. Before presenting the broadcast Orson Welles considered that people might think it was too

9. What precautions should have prevented the panic that ensued?

10. Why were people mad at CBS?

11. Why did people later decide CBS had done a creditable service?

12. What reason does the author suggest may have led to such ready hysteria?

LAP # 2664-CMPL-912 Points: 4

Subject: MASKS AND LOVE STORY

Classification: Comparative literature

Participants: one

Prerequisites: LAP # 991-MODN-912 (LOVE STORY by Erich Segal)
and LAP # 1010-MODN-912 (MASKS by Jay Bennett)

There are points of similarity and, of course, points of difference between Erich Segal's LOVE STORY and Jay Bennett's MASKS: A MODERN LOVE STORY.

The object of this learning activity is for you to make a comparative analysis of the two books and to state your preference and support your reason or reasons for that preference.

Materials needed: a copy of MASKS and a copy of LOVE STORY
pen and paper

ACTIVITIES:

I. Write a paper in which you state comparisons of the two books, MASKS and LOVE STORY. After you have presented your comparisons, make a statement about your preferences and support your reasons for your preferences.

II. Staple your paper to this sheet WITH THIS SHEET ON TOP.

III. Turn in your packet to the teacher.

IV. When your packet is returned to you put it in your notebook.

LAP # 3382-DRMA-912 Points: 5

Subject: UP THE DOWN STAIRCASE by Bel Kaufman
Classification: Drama
Participants: 10 - 30
Prerequisites: none

The book UP THE DOWN STAIRCASE by Bel Kaufman has been popular for years. It was made into a play (which you have chosen to study) and has been filmed as a full-length movie. It continues to present a delightful and often very funny view of school and teaching, with a focus on the problems of a large school.

The object of this learning activity is for you to enjoy participating in a delightful drama while studying it as a group reading.

Materials needed: a script of UP THE DOWN STAIRCASE

ACTIVITIES:

I. With other members of your class who wish to study this LAP, meet with the teacher to have roles assigned for oral reading.
II. Read the play as a group.
III. Turn in your packet to the teacher.
IV. When your packet is returned to you put it in your notebook.

LAP # 3384-DRMA-912 Points: 3

Subject: THE DEVIL AND DANIEL WEBSTER by Stephen Vincent Benet

Classification: Drama

Participants: any number (if 4 or more, this can be a mini-course)

Prerequisites: none

Bargaining with the Devil is a recurring theme in literature. In this play an American writer reflects a tone of patriotism as he matches the famous lawyer Daniel Webster against the Devil. Who wins? You'll find that answer at the end of the play.

The object of this learning activity is for you to study a short drama and become acquainted with this well-known work.

Materials needed: a copy of the play THE DEVIL AND DANIEL WEBSTER

ACTIVITIES:

I. Determine whether you will study this play alone or with a group.

II. If you are to study this play alone, read it.

If you are studying with a group, report to the teacher to have the roles assigned for oral reading. Read the play together.

III. After you have read the play:

If working alone, write a short evaluation of the play.

If working in a group, have a brief discussion of the play.

IV. Report to the teacher to have your packet initialed and your points recorded.

V. File your packet in your notebook.

LAP # 3410-DRMA-912 Points: 3

Subject: THE VELDT by Ray Bradbury

Classification: Drama

Participants: any number (if 4 or more, this can be a "mini-course")

Prerequisites: none

Ray Bradbury, famous for his science fiction, here dramatizes a story which appeared in THE ILLUSTRATED MAN. Set in the world of tomorrow, THE VELDT considers family relationships and responsibilities in a chilling light. Here is science fiction with a shudder.

The object of this learning activity is for you to observe this presentation of a science-fictional possibility of things to come and investigate possible cause and effect relationships.

Materials needed: a copy of the book THE WONDERFUL ICE-CREAM SUIT AND OTHER PLAYS

writing implement for worksheet and unit test

Bibliography (Suggested reading for further enrichment):

The Illustrated Man by Ray Bradbury

Something Wicked This Way Comes by Ray Bradbury

Solitaire a play, by Robert Anderson

ACTIVITIES:

I. Check with the teacher to determine whether you will do this packet as an individual project or a "mini-course".

II. If individual, read the introduction at the beginning of the book THE WONDERFUL ICE-CREAM SUIT AND OTHER PLAYS; then read THE VELDT.

If "mini-course", read the introduction at the beginning of the book THE WONDERFUL ICE-CREAM SUIT AND OTHER PLAYS; then meet with the group for assigned roles to be read orally.

Whichever method you are using, be sure you have read the introduction and the play before you proceed to step III.

III. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for your unit test.

IV. Arrange with the teacher for your unit test.

LAP # 3410-DRMA-912 **WORKSHEET**

1. How long did it take Ray Bradbury to write THE VELDT?

2. What advantage do thread walls give?

3. When Bradbury first wrote THE VELDT as a play, how had he intended to present his lions?

4. How did he change his plans and why?

5. There are more than _________ sound cues in THE VELDT.

6. THE VELDT takes place about ________________.

7. George ______________________ and his wife ____________________ have two children: _____________________ and ___________________.

8. What disappointment does Peter experience at the beginning of the play?

9. How does George travel to and from work?

10. What is the first scene chosen for the playroom?

11. How does the playroom work?

12. Initially, who has the greatest enthusiasm for the playroom?

13. What is the first scene Peter chooses?

14. What evidence can you cite to demonstrate that this family is "out of touch"?

15. What is Peter's first act of vengeance?

16. The children had the playroom about _____ weeks before they set it to stay on Africa.

17. When Lydia first expressed fear of the African setting, how does George comfort her?

18. Once George punished the children by switching the playroom off for _______ hours. What was his reaction to their hatred over that?

19. What leads George to consider the room out of order?

20. Why does Lydia like candles?

21. How does Wendy show her command of the playroom?

22. Peter defends lying by saying that

23. What does the psychiatrist feel about playrooms in general and about this playroom in particular?

24. What is his presecription for the ills of this family?

25. React to the fate of George and Lydia.

26. What statement can you make relating this play (consider your answers to the questions on this worksheet) to present-day family structure?

LAP # 3411-DRMA-912 Points: 5

Subject: THE WONDERFUL ICE-CREAM SUIT by Ray Bradbury
Classification: Drama
Participants: any number (3 to 12 recommended for "mini-course")
Prerequisites: none

Are there any advantages to poverty? Is there anything at all good about being poor?

The object of this learning activity is for you to meet some young men in Mexico who will share one very special suit.

Materials needed: a copy of the book THE WONDERFUL ICE-CREAM SUIT AND OTHER PLAYS
writing implement for worksheet and unit test

ACTIVITIES:

I. Check with the teacher to determine whether you will do this packet as an individual project or a "mini-course".

II. Whichever method you are using, be sure you read the introduction at the beginning of the book before proceeding to the next step.

III. If individual, read the play THE WONDERFUL ICE-CREAM SUIT.

If "mini-course", meet with the others in the group and meet with the teacher to have the following roles assigned:

Villanzul
Manulo
Young woman
1st voice
Martinez
Dominguez
Toro
2nd voice
Vamenos
Mr. Shumway
man
Gomez
Lee

You will then read the play orally together as readers' theater.

IV. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

V. Arrange with the teacher for the unit test.

LAP # 3411-DRMA-912 **WORKSHEET**

1. After THE WORLD OF RAY BRADBURY ran for 20 weeks, THE WONDERFUL ICE-CREAM SUIT ran for __________ weeks.

2. The play was successful in ____________________________, but a failure in ______________________________.

3. Tell about the suit Ray Bradbury wore to his high school graduation.

4. ________________________________ measured people's skeletons.

5. Why?

6. What was the price of the white suit?

7. How much variety was there in the weight of the men who were to buy the suit?

8. Why did the others hesitate to have Vamenos join in the venture?

9. What was Mr. Shumway's first impression of the group when they came to buy the suit?

10. What precaution did he take?

11. The men all moved in with ____________________________.

12. Why?

13. Who suggested it?

14. What was Leo's objection to selling one suit to the group?

15. Before the men wore the suit they put it

16. How did they decide to settle the matter of who should get to wear the suit the first night?

WORKSHEET

17. ________________________ wore the suit first; then
(in order) ____________________, ____________________,
________________________, ________________________,
and finally Vamenos wore it last.

18. Why did the men want him to wear it last?

19. What did they tell him was the reason he was to wear it last?

20. What "fulfillment" does Gomez find while wearing the suit?

21. ________________________ is the philosopher of the group.

22. Who is Celia Obregon?

23. How does Vamenos teasingly torture the others when he first puts on the suit?

24. Vamenos goes to ________________________ and the others
spy on him there.

25. Why does Toro hit Gomez on the nose?

26. After the car hits Vamenos what is his first concern?

27. How does Vamenos prove that he really is a part of the group?

28. What does Martinez say about the change that wealth would bring to the group?

LAP # 3551-DRMS-912 Points: 7

Subject: "YOU'RE A GOOD MAN, CHARLIE BROWN"

based on the comic strip PEANUTS by Charles Schulz
music, lyrics, and adaptation by Clark Gesner

Classification: Drama and music

Participants: 1 - 6

Prerequisites: none

The whole world loves Charlie Brown — and here he is, with his wonderful friends, in a musical play that captures the spirit of the whole Peanuts gang.

The object of this learning activity is for you to enjoy one of the fine arts — in fact two, drama and music.

Materials needed: a cassette of "YOU'RE A GOOD MAN, CHARLIE BROWN"
a copy of the playbook

ACTIVITIES:

I. If you are doing this activity alone listen to the cassette and read the play. Read the lines read by the characters and also read the stage directions. To not read the stage directions when reading a play would be like reading only scattered paragraphs in a book. To get the unity of a play a reader needs to be aware of the action as well as the words. Try to "see" the play in your mind.

II. If you are reading this play with others, report to the teacher to have parts assigned for oral reading. It is important to read the stage directions as well as the words spoken by the characters so that you can "see" the play in your mind.

III. As you read the play turn the cassette on for the musical numbers and then turn it off while you read the parts of the script which are not musical.

IV. When you have completed listening and reading, have the teacher initial this LAP and record your points. File this sheet in your notebook.

LAP # 3553-DRMS-1012 Points: 9

Subject: 1776 by Peter Stone and Sherman Edwards

Classification: Musical comedy

Participants: any number

Prerequisites: none

Here is a delightful way to brush up on a bit of your American history. The characters are real (and more lovable than they appear in the average textbook) and the events really happened. Here are the great men — Thomas Jefferson, John Adams, Benjamin Franklin — to be seen in a different light: as very real people, with pain, anxieties, yearnings, humor, and love. But in spite of their human frailties, they remain giants and surmount their personal problems to bring forth a new kind of nation.

The object of this learning activity is for you to enjoy a fresh approach to a well-known history.

Materials needed: a copy of the book 1776

cassette tape # 3553-DRMS-1012

cassette tape player

writing implement

ACTIVITIES:

I. Decide whether you will study this unit alone or with a group. If alone, read the play, using the cassette to play the musical numbers. If you are in a group, you may choose to do the play as an oral reading play. Check with the teacher about this.

II. Study the play WITH THE MUSIC.

III. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

IV. Arrange with the teacher for the unit test. (The test may be waived at the option of the teacher.)

LAP # 3553-DRMS-1012 **WORKSHEET**

1. John Adams acknowledges what realistic appraisal of himself?

2. Why was Martha Jefferson sent for?

3. John and Abigail have a debate over saltpeter and ________.

4. The play opens with what kind of weather?

5. What amusing characteristic is ascribed to Franklin?

6. Who guarantees to deliver the vote of Virginia?

7. How does slavery figure into the issue?

8. Which man comes from his deathbed to vote because his vote is needed?

9. Why is the ending so dramatically effective?

10. What did you like best about this presentation?

ITEM #08

LAP # 1010-MODN-912 Points: 6

Subject: MASKS: A LOVE STORY by Jay Bennett
Classification: Modern novel
Participants: one
Prerequisites: none

"Oh, East is East, and West is West, and never the twain shall meet," wrote the poet Rudyard Kipling.

In this modern love story Jennifer (West) and Peter (East) meet, fall in love, and - - - but wait! I can't tell you now how the story ends - - - you will want to read that for yourself. Was Kipling right? How do you feel about Peter and Jennifer? What are the problems? What are the answers?

The object of this learning activity is for your heart to grow.

Materials needed: a copy of MASKS: A LOVE STORY by Jay Bennett
a writing implement

ACTIVITIES:

I. Read MASKS: A LOVE STORY.

II. On the back of this sheet write your reaction to and evaluation of this book. Consider the following questions before you write:

- Are the characters Peter and Jennifer well developed by the author?
- Did the author hint at the ending throughout the book?
- Are all the characters in the book logical and believable?
- Who was right? Who was wrong? Was anyone all right? Was anyone all wrong?
- Is the book well written?

III. Turn in your packet to the teacher.

LAP # 1011-MODN-912 Points: 6

Subject: PORTRAIT OF JENNY by Robert Nathan
Classification: Modern novel
Participants: any number
Prerequisites: none

Is time a dimension which we do not fully understand? Who was Jennie, really?

The object of this learning activity is for you to meet Jennie through the eyes of Eben Adams.

Materials needed: a copy of the book PORTRAIT OF JENNIE by Robert Nathan

pen and paper

ACTIVITIES:

I. Read Robert Nathan's PORTRAIT OF JENNIE.
II. Write a paper discussing the love story of Jennie and Eben.
III. Staple your paper to this sheet WITH THIS SHEET ON TOP.
IV. Turn in your packet to the teacher.
V. When your packet is returned to you put it in your notebook.

LAP # 1013-MODN-912 Points: 6

Subject: NO MORE TRAINS TO TOTTENVILLE by Hope Campbell
Classification: Modern novel
Participants: any number
Prerequisites: none

Mothers are people, too. When Wanda Andrews "ran away" from home to go to an ashram in India, Jane came to a new awareness of her mother as a person. This book has been referred to as "the generation gap in reverse".

The object of this learning activity is for you to observe Jane "growing up".

Materials needed: a copy of Hope Campbell's NO MORE TRAINS TO TOTTENVILLE
writing implement for worksheet and unit test

ACTIVITIES:

I. Read NO MORE TRAINS TO TOTTENVILLE.

II. Answer the questions on the worksheet of this packet. Use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 1013-MODN-912 **WORKSHEET**

1. What did Jane mean by MLU?

2. How did Wanda use her American Express card when she used it for the first time?

3. What combination of things caused Jane's mother to run away?

4. Describe Jane's "disguise" outfit.

5. How did Jane happen to go to Tottenville?

6. What was unusual about the bar at Tottenville?

7. Scorpio was interested in Wanda because

8. Why did Jane sit up in bed part of the night after her first trip to Tottenville?

9. Explain Jane's mother's names:

   Wanda-

   Rowena-

   Glad-

   Westerley-

10. Wanda's mother had worked as a

11. Quote the sampler which hung on the wall of the first elementary school in the country.

12. What combination of things caused Overbrook to run away?

WORKSHEET

13. Jane and her brother fell into a quarrel about the grocery money. How did Jane's sense of humor save the situation?

14. What did Jane say about women carrying things?

15. "Santa Claus" was the name Jane assigned to

16. Santa Claus said that when one discovers that there is no real generation gap it is terrible because

17. What did Wanda and Overbrook do with their American Express cards?

18. How did Jane change toward the Road Runner?

19. Explain the title of the book.

20. Jane felt hopeful about Scorpio because

LAP # 1014-MODN-912 Points: 5

Subject: JUST DIAL A NUMBER by Edith Maxwell
Classification: Modern novel
Participants: any number
Prerequisites: none

They were only playing games — and their phone call was meant to be funny, not fatal. Just four kids having their little joke — how could they guess that it would result in the death of two people?

The object of this learning activity is for you to follow the author's development of the four main characters in this book.

Materials needed: a copy of the book JUST DIAL A NUMBER
writing implement for the worksheet and unit test

ACTIVITIES:

I. Read Edith Maxwell's JUST DIAL A NUMBER.
II. Answer the questions on the worksheet of this packet.
III. Have the teacher check your answers.
IV. Use the corrected worksheet as a study aid for the unit test.
V. Arrange with the teacher for the unit test.

LAP # 1014-MODN-912 **WORKSHEET**

1. Miss Evans directed the play ________________________________.

2. How many lines did Cathy have in the play?

3. What technical difficulty caused Cathy to have trouble remaining still enough to be a corpse?

4. What was Cathy's "big" line in the play?

5. Todd teased Cathy that he had started going with her because

6. Todd called Cathy Sarah ________________________.

7. Whose idea was it to make the phone call?

8. Who were the four people involved in making the phone call?

9. What did the person on the other end of the line reply?

10. Why didn't the kids call back and explain their prank?

11. How did Cathy learn of the results of that call?

12. Cathy sent some clothes to Mary Ann because

13. Why didn't she include the pink blouse?

14. What was DeeDee's reaction when she found out about the clothes?

15. Cathy and ________________ were running for __________________
________________________________.

16. Why did Paul turn a hose on Mary Ann and drench her?

17. Whose idea was it to propose Mary Ann for Pom Poms?

18. How did DeeDee feel about that?

19. With whom did Mary Ann live after the death of her parents?

20. What did Cathy notice about Mary Ann's clothes when they were skiing?

21. What social snobbery was reflected in the Crestwood Garden Club?

22. Why did Mary Ann call her grandmother "Mrs. Connolly"?

23. Describe the poster Mary Ann made for Cathy and Todd.

24. Identify Spider Campbell.

25. Cathy's intuition told her that she would eventually have to help Mary Ann. How did this prove to be right?

26. After graduation what became of each of the four who were involved in making the phone call?

LAP # 1015-MODN-912 Points: 6

Subject: A SINGLE LIGHT by Maia Wojciechowska

Classification: Modern novel

Participants: any number

Prerequisites: none

Love is an essential part of human nature. In this touching story we meet a girl who needs to express her love — a deaf-mute girl who has been rejected by those around her — and learn of the change she brings to the lives of others.

The object of this learning activity is for you to travel (vicariously) to Almas, Spain and share a time with the people there.

Materials needed: a copy of the book A SINGLE LIGHT
writing implement for worksheet and unit test

ACTIVITIES:

I. Read Maia Wojciechowska's A SINGLE LIGHT.

II. Answer the questions on the worksheet of this packet. Use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 1015-MODN-912 **WORKSHEET**

1. Why did the girl's father reject her?

2. How had her mother fejt about her?

3. Her father thought she was a deaf-mute because

4. Only one person in the story ever gave the girl a name.
   ____________________ called the girl ______________.

5. How did the girl come to move out of her father's house?

6. After the death of the baby, the girl went to live with

7. Why did Carmen reject the girl?

8. Where did the girl find the Child?

9. Who else was looking for the Child?

   Why?

10. The girl was keeping the Child a secret. How did that secret get discovered?

WORKSHEET

11. The bell-ringer at the church was pleased because a stranger had once compared him to ______________________________.

12. Identify Juan Ramirez.

13. Describe the case in which the Child was placed.

14. How did the girl get the Child out of the case?

15. Where did she take the Child?

16. The hunchback thought that ______________________________ was the thief.

17. How did the hunchback feel when the people followed him to search for the girl?

18. Why did the mob kill him?

19. Who found the girl?

20. Discuss the ending of the book. Were you satisfied with the way the book ended? What changes were indicated in which characters?

LAP # 1017-MODN-912 Points: 8

Subject: A SEPARATE PEACE by John Knowles
Classification: Modern novel
Participants: any number
Prerequisites: none

In this book you will meet Gene and Finny — room-mates, friends. You will watch the "fun" of being young, and you will see the growth of evil.

The object of this learning activity is for you to consider the story and assign some of your own value judgements to the events in the book.

Materials needed: a copy of the book A SEPARATE PEACE
writing implement

ACTIVITIES:

I. Read A SEPARATE PEACE by John Knowles.

II. Answer the questions on the worksheet of this packet.

III. Turn in your packet to the teacher. When it is returned to you, put it in your notebook.

Bibliography (suggested reading for further enrichment):
LORD OF THE FLIES by William Golding
SUMMER OF '42 by Herman Raucher
SOUNDER by William Armstrong
CATCHER IN THE RYE by J. D. Salinger

LAP # 1017-MODN-912 WORKSHEET

1. Although it was against Gene's natural inclinations, Finny challenged Gene to

2. What is the historical setting of the book?

3. How did Gene feel about Finny?

4. What made Gene begin to be suspicious of Phineas?

5. Discuss the factor of competition between Gene and Finny.

6. Discuss the Super Suicide Society of the Summer Session.

7. What school record did Finny break?

8. Why didn't he want Gene to tell about it?

9. What athletic fete did Finny spur Gene to accomplish?

10. Why?

11. What was Gene's secret guilt?

WORKSHEET

12. Cite evidence from the book that Gene experienced an identity merger with Finny.

13. Discuss briefly the information given about the family and/or the background of each of the following:

Phineas -

Leper -

Brinker -

Gene -

14. Make a summary statement from the information you gave in the question above (# 13).

15. Cite evidence of Leper's individuality.

16. What fantasy did Finny perpetuate about the war?

17. The word "peace" appears many times in this book. Discuss at least two different meanings as it applies to the book.

18. On the back of this sheet write a discussion of good and evil as concerned with this book. (Points to consider: Gene's brooding, Brinker's harping, Finny's naivete, etc.)

LAP # 1019-MODN-912 Points: 6

Subject: A GIFT OF MAGIC by Lois Duncan
Classification: Modern novel
Participants: any number
Prerequisites: none

This story about a girl with ESP (extrasensory perception) tells of a family with unusual talents.

The object of this learning activity is for you to consider some aspects of special talent.

Materials needed: a copy of A GIFT OF MAGIC by Lois Duncan
writing implement for worksheet and unit test

ACTIVITIES:

I. Read A GIFT OF MAGIC.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 1019-MODN-912 **WORKSHEET**

1. The author implied that the Garrett children got their special talents from

2. Why did Nancy object to Tom Duncan's interest in her mother?

3. What special gift did Kirby buy for Madame Vilar?

4. Why was Miss Green upset with Nancy?

5. Why was Nancy upset with Miss Green?

6. Who wrote A GIFT OF MAGIC?

7. ______________________ danced the role of the Snow Queen and __________________ danced the role of the Sugarplum Fairy.

8. What is the difference between precognition and retrocognition?

9. How did Tom know that Nancy had faked her playing card test?

10. ________________________ wrote A GIFT OF MAGIC.

11. Why did Nancy feel responsible for Kirby's accident?

12. Tom said she was not responsible because

13. How did Nancy save Brendon's life? Who helped her?

14. Why does this worksheet ask twice about the author of the book?

LAP # 1022-MODN-912 Points: 6

Subject: WAITING FOR WILLA by Dorothy Eden

Classification: Modern novel

Participants: any number

Prerequisites: none

Grace was sure that Willa needed her help. So Grace flew to Stockholm — and couldn't find Willa! Where was the missing and mysterious Willa?

The object of this learning activity is for you to follow Grace's search for her cousin.

Materials needed: a copy of the book WAITING FOR WILLA
writing implement for worksheet and unit test

ACTIVITIES:

I. Decide whether you will study this book alone or with a group.

II. If you are working with a group, meet with the teacher to determine the following steps of your activities. The worksheet can serve as a guide for your discussions, but you need not fill it out. The teacher will notify the members of the group whether there will or will not be a test.

If you are studying the book alone, read the book, write the answers to the questions on the worksheet and turn in your packet to the teacher. Arrange for the unit test.

III. When you have completed your study of the unit, have the teacher initial your packet. When it is returned to you put it in your notebook.

LAP # 1022-MODN-912 **WORKSHEET**

1. ____________________ _______________ and _______________ _______________ were cousins whose mothers had been twin sisters.

2. ____________________ ____________________ told Grace that his secretary had left to get married.

3. Who accused Grace of being melodramatic because she had flown to Stockholm?

4. Where did Grace find Willa's diary?

5. Identify Gustav.

6. Identify Polsen.

7. Where did Georgy find the sunglasses?

8. Why did Grace impersonate Willa?

9. Who reacted most strongly to her impersonation?

10. Why was Grace convinced that Willa's signature on the second letter indicated that Willa was still in trouble?

11. Polsen said that ____________________ chose the canary.

WORKSHEET

12. Grace was taken to Uppsala to identify

13. Willa had said that Peter gave her the ring because

14. Where was Willa's second diary found?

15. Why had Grace been unable to locate Gustav?

16. Why had Bill Jordan killed himself?

17. What did Willa discover in Peter's lighter?

18. How was the mystery of Willa's disappearance solved?

LAP # 1028-MODN-912 Points: 5

Subject: AN END OF INNOCENCE by Donald Honig
Classification: Modern novel
Participants: any number
Prerequisites: none

It all began simply enough: one of the campers went into town to get some supplies. But within a matter of hours the town was embroiled and an old scandal uncovered and brought to light.

The object of this learning activity is for you to follow the adventures of three college boys who innocently stumbled into a "hornet's nest".

Materials needed: a copy of AN END OF INNOCENCE
writing implement for worksheet and unit test

ACTIVITIES:

I. Read Donald Honig's AN END OF INNOCENCE.

II. Answer the questions on the worksheet of this packet. Use this worksheet as a study aid to prepare for the unit test.

III. Arrange with the teacher for the unit test.

LAP # 1028-MODN-912 **WORKSHEET**

1. How did Steve meet Wilcie?

2. Wilcie's father worked as a ________________________.

3. Who was the assailant with whom Steve and Fox had a fight when they returned to their camp at night?

4. ________________________ had been elected captain of the group.

5. The book is written in first person. ________________________ is the speaker.

6. What information did Bruce withhold, even from his roommates?

7. Make a comparative statement about Beeson and Logan.

8. What made Wilcie decide that Walt had a guilty conscience?

9. What offer did Walt make to Bruce?

10. Steve and Fox took Bruce some magazines. Why did Bruce feel that even then they could do nothing right?

11. Steve said they missed Bruce for two reasons. They were:

12. What prompted Fox to the enormous lie he told Garvin Delume?

13. Who had stolen the jewels and why?

14. What was the answer to the missing hour and a half Bruce did not want to discuss?

15. Discuss the title of the book as it relates to the characters in the book.

LAP # 1034-MODN-912 Points: 6

Subject: YOU'LL LIKE MY MOTHER by Naomi A. Hintze
Classification: Modern novel
Participants: any number
Prerequisites: none

A pregnant widow wants to be sure about her decision on what to do with her baby. So, before the child is born, she plans an afternoon visit to the mother-in-law she had not met. Then things happen very differently from her plans - and soon it is all a matter of survival.

The object of this learning activity is for you to enjoy a suspenseful novel.

Materials needed: a copy of the book YOU'LL LIKE MY MOTHER
writing implement for worksheet and unit test

ACTIVITIES:

I. Read Naomi A. Hintze's YOU'LL LIKE MY MOTHER.
II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.
III. Arrange with the teacher for the unit test.

WORKSHEET

1. Identify Miss Gee.

2. How did Francesca and Matthew meet?

3. Why was Francesca going to call on her mother-in-law?

4. Identify "Red".

5. Why did Francesca walk to the Kinsolving place?

6. Identify Allegra.

7. Mrs. Kinsolving said she knew about Francesca's past because

8. Identify the Gizzard family.

9. Why was Francesca unable to leave before the flood?

10. After the birth of the baby, Francesca heard Mrs. Kinsolving tell Kathleen to

11. What was the family "taint" Mrs. Kinsolving told Francesca about?

12. What had Francesca planned to do with her baby?

13. When Red came to inquire about Francesca, why was she unable to get his help?

WORKSHEET

14. Kathleen wanted Francesca to follow her because

15. How did Francesca try to summon help?

16. Why is the Siamese cat important to the story?

17. How did the Gizzard family help Francesca to realize the truth?

18. Where did Francesca hide the key?

19. Where did she find the pearl?

20. Why did Francesca resent using the old dishes and old silverware?

21. Discuss any one lie told by Mrs. Kinsolving: what was it? Why did she tell it? How did Francesca learn that it was a lie?

22. What was Mrs. Kinsolving doing at "different stores"?

23. The white bathrobe disappeared because

24. Where and why did Francesca start a fire?

25. After finishing the book, discuss the title of the book.

LAP # 1376-IRAC-912 Points: 7

Subject: THE CAY by Theodore Taylor
Classification: Issue of race
Participants: any number
Prerequisites: none

This book concerns more than the issue of race, it concerns the issue of man. A simple story, beautifully told, THE CAY is a book you are likely to remember for a long time after reading it.

The object of this learning activity is for you to meet Phillip and Timothy and learn of their island adventures.

Materials needed: a copy of the book THE CAY by Theodore Taylor
writing implement for worksheet and unit test

Bibliography (suggested reading for further enrichment):
Walkabout by James Vance Marshall

ACTIVITIES:

I. Read THE CAY.
II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.
III. Arrange with your teacher for the unit test.

LAP # 1376-IRAC-912

WORKSHEET

1. The story begins on the island of ______________________ which is located

2. Phillip's family had moved there in late ________________.

3. Phillip's mother was homesick for ______________________.

4. Mrs. Enright told her husband that she was taking Phillip back to ____________________.

5. The S. S. Hato was torpedoed on ____________ _____, ______.

6. How did Phillip get separated from his mother?

7. Who were the three occupants on the raft?

8. When Phillip introduces himself to Timothy how do we learn of his feelings for colored people?

9. How had Phillip's mother felt about blacks?

10. Describe Phillip's discovery of his blindness.

11. When Timothy said he saw an island Phillip became so excited that he

12. This was dangerous because there were ____________, but Timothy rescued Phillip.

13. As a result of this Timothy ordered Phillip to

WORKSHEET

14. What is a cay?

15. How old was Timothy?

16. When it was time to write "Help" on the beach what discovery did Phillip make about Timothy?

17. How did Phillip react to this?

18. Why did Timothy slap Phillip?

19. What things did Timothy teach Phillip to do?

20. How did Phillip's attitude toward Timothy change?

21. Timothy never fully regained his strength after a bout of ______________________________.

22. How did Timothy save Phillip's life in the storm?

23. What made Phillip decide he would never dive in the fishing hole again?

24. How many months was Phillip on the cay?

25. How did Phillip regain his sight?

LAP # 1377-IRAC-912 Points: 8

Subject: WALKABOUT by James Vance Marshall
Classification: Issue of race
Participants: any number
Prerequisites: none

Set in the wild bushland of Australia, WALKABOUT is the story of Mary and Peter, modern school children who are lost and defenseless, and an Aborigine boy whom they meet.

The object of this learning activity is for you to consider the interesting and unusual relationship of three young people in a fascinating landscape.

Materials needed: a copy of the book WALKABOUT
writing implement for worksheet and unit test

Bibliography (suggested reading for further enrichment):
The Cay by Theodore Taylor

ACTIVITIES:

I. Read WALKABOUT by James Vance Marshall.

II. Answer the questions on the worksheet of this packet and use this worksheet to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 1377-IRAC-912 **WORKSHEET**

1. How old were Mary and Peter?
2. How did they come to be lost in the bushland?
3. What is a kookaburra?
4. The children were planning to walk to ____________________, which was ________ miles from where they had landed.
5. Why was Mary not afraid of the Aborigine boy?
6. What shocked her most about him?
7. How did the boy react to Peter's sneezing?
8. The first Aboriginal word Peter learned was __________________, which meant ______________________.
9. What is a "Walkabout"?
10. What sacrifice did the Aborigine make for Mary and Peter?
11. What caused the bush boy's death?
12. Just before he died Mary was reconciled to him. The author wrote that the boy smiled.

> "It was the smile that broke Mary's heart: that last forgiving smile. Before she had seen only as through a glass darkly, but now she saw face-to-face. And in that moment of truth all her fears and inhibitions were sponged away, and she saw that the world which she had thought was split in two was one."

On the back of this page write in your own words what the quoted paragraph means. Could this be considered the theme of the book? Why, or why not?

LAP # 1378[illegible]MPL-912 Points: 7

Subject: THE CAY AND WALKABOUT: A COMPARISON

Classification: Comparative literature

Participants: any number

Prerequisites: LAP # 1376-IRAC-912 (THE CAY by Theodore Taylor) and LAP # 1377-IRAC-912 (WALKABOUT by James Vance Marshall)

The two books, THE CAY and WALKABOUT, have points in common and, of course, have points of difference.

The object of this learning activity is for you to state comparisons between the two books.

Materials needed: pen and paper

ACTIVITIES:

I. Write a paper in which you compare the two books, THE CAY and WALKABOUT.

II. Staple your paper to this sheet WITH THIS SHEET ON TOP.

III. Turn in your packet to the teacher.

LAP # 1451-DRGI-912 Points: 4

Subject: WE LOVE YOU, CALL COLLECT
Classification: Drug issue
Participants: any number
Prerequisites: none

Art Linkletter, whose own daughter's death was through drug abuse, is aware and interested in today's drug problems. On this recording he reads a letter to his daughter and he interviews young drug users.

The object of this learning activity is for you to consider the viewpoints presented and verbalize your reaction.

Materials needed: a recording of WE LOVE YOU, CALL COLLECT
a record player
either: a pen and paper
or: a cassette recorder and blank tape

ACTIVITIES:

I. Alone, or with a group, listen to WE LOVE YOU, CALL COLLECT.

II. React to the ideas brought out by Art Linkletter and the young people interviewed by doing any ONE of the following:

  a. Write a paper stating your reactions and give your paper to the teacher.

  b. Alone, record your reactions on a blank cassette and give the cassette to your teacher.

  c. With a group of others who have heard WE LOVE YOU, CALL COLLECT, discuss your reactions, recording your discussion on a blank cassette. Give the cassette to the teacher.

III. After the teacher has had a chance to read your paper OR listen to your recorded report or discussion, have the teacher initial your packet and record your points on the grade sheet.

LAP # 1452-DRGI-912 Points: 6

Subject: TUNED OUT by Maia Wojciechowska
Classification: Drug issue
Participants: any number
Prerequisites: none

TUNED OUT is the story of Jim, whose older brother Kevin comes home from college totally changed by drugs. To add to the nightmare of the situation, Jim's parents don't even notice the change in Kevin. How can Jim help?

The object of this learning activity is for you to meet Jim and follow him as he tries to solve a very difficult problem.

Materials needed: a copy of the book TUNED OUT
writing implement for worksheet and unit test

Bibliography (for further enrichment):

We Love You, Call Collect - a recording by Art Linkletter and young drug users

ACTIVITIES:

I. Read the book TUNED OUT.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

WORKSHEET

1. Where had Kevin gone to college?

2. When Kevin did not send Jim a Christmas present, what did Jim do?

3. What was Kevin's nickname for Jim?

4. Why had Kevin rented a room alone before Christmas?

5. At what time of the year did Kevin first take acid?

6. When Kevin introduced Jim to pot their parents had gone to Long Island to

7. Why did Kevin ask Jim for incense?

8. Describe the experience Jim had when he was high on marijuana.

WORKSHEET

9. How many days had Kevin been home when he got Jim to try marijuana?

10. Whom did Kevin blame for President Kennedy's death?

11. Jim was delighted when Kevin would impersonate ____________ ____________________________, the movie star.

12. Why did Kevin pay Chuck a dollar for an address?

13. When Kevin finally found some acid how much did he pay for it?

14. While Kevin was getting the acid, Jim was fascinated by the sight of

15. Kevin wanted to go to the library to research _________________.

16. How did Kevin calculate when to take his LSD?

17. What play had his parents gone to see when Kevin had his bad trip?

18. Describe Kevin's bad trip and how Jim helped him.

19. Where was Kevin taken to recover?

20. What delusion continued to bother Kevin?

21. Why did Jim feel differently about Marcia the second time he saw her?

22. What was unusual about the store where Marcia worked?

23. What had happened to Kevin when he was small that pushed him to seeking escape through drugs?

24. What were the circles that choked him?

LAP # 1454-DRGI-912 Points: 5

Subject: ESCAPE FROM NOWHERE by Jeannette Eyerly
Classification: Drug issue
Participants: any number
Prerequisites: none

Sometimes we try to "escape" our problems — only to find worse problems through the escape. Carla Devon found herself in just such a predicament in ESCAPE FROM NOWHERE.

The object of this learning activity is for you to follow Carla as she copes with her world.

Materials needed: a copy of the book ESCAPE FROM NOWHERE
writing implement for worksheet and unit test

Bibliography (for further enrichment):

"We Love You, Call Collect" , a recording by Art Linkletter

ACTIVITIES:

I. Read the book ESCAPE FROM NOWHERE.
II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.
III. Arrange with your teacher for the unit test.

LAP # 1454-DRGI-912 WORKSHEET

1. Carla's father's name was ____________ _______________.

2. Why didn't Carla want Marcie Hamilton to come into her house?

3. Identify Diane.

4. How did Tom Willard and Dave Hamilton meet?

5. Where did Carla meet Dexter Smith?

6. Where did Carla first try marijuana?

7. Carla attended school at ___________ ____________ High School.

8. When Carla tried to talk to her father about her mother's excessive drinking he did not believe her. Why?

9. Why wouldn't Diane help when Carla talked to her about the same problem?

10. Carla's parents were excited about a gift they had for her. Her father said it was her "dividend". What was the gift?

11. What did Diane do with her three thousand dollars?

12. Who wrote ESCAPE FROM NOWHERE?

WORKSHEET

13. T F Dexter thought Carla's mother was ugly.

14. When Carla first saw Jason de Pleine she thought he looked odd. Describe him.

15. What was the purpose of the meeting between Dexter and Jason?

16. Describe the pot-smoker's sign of greeting.

17. How did Carla obtain the scarf for which she had not paid?

18. Where did Dexter take Carla before he "freaked out"?

19. What was in the refrigerator?

20. Why did Tom feel that Carla had brought him luck?

21. What was Dexter working on the last time Carla saw him?

22. What did Carla consider to be the best book she had ever read?

23. How did she plan to start her book?

LAP # 1458-DRGI-1012 Points: 6

Subject: THAT WAS THEN, THIS IS NOW by S. E. Hinton

Classification: Novel about the drug issue

Participants: one

Prerequisites: none

Life has a way of changing from time to time. At some time things — the people and places around us — feel different to us than they did. We may wonder how or when the change came about — we are left with only a vague awareness of the difference. Then we, too, can say THAT WAS THEN, THIS IS NOW.

In this book, the change deals specifically with the relationship between two boys who were as close as brothers.

The object of this learning activity is for you to consider the events that lead to Byron's decision about Mark and discuss and evaluate that decision.

Materials needed: writing implement
a copy of THAT WAS THEN, THIS IS NOW

ACTIVITIES:

I. Read S. E. Hinton's THAT WAS THEN, THIS IS NOW.

II. Answer the questions on the worksheet of this packet.

III. Turn in the packet to your teacher.

IV. When the packet is returned to you put it in your notebook.

LAP # 1458-DRGI-1012 **WORKSHEET**

1. When M&M freaked out, what was his worry?

2. What was the main cause of Byron's turning Mark in to the police? (The reason was the drugs, but what was the cause?)

3. In your opinion, why did Byron change in his feelings for Cathy after Mark was arrested?

4. Discuss Byron's decision to turn Mark in. Consider why he did it, how he felt about it afterwards, and whether or not it was the right decision.

LAP # 1602-SSTO-912 Points: 1

Subject: ONE OF THE MISSING by Ambrose Bierce

Classification: Short story

Participants: any number - can be individual work OR "mini-course"

Prerequisites: none

Is there such a thing as literally being scared to death? What can a man do when he is hopelessly trapped?

The object of this learning activity is for you to become acquainted with a well-written short story.

Materials needed: a copy of the short story ONE OF THE MISSING
writing implement and paper
OR tape recorder and tape cassette

ACTIVITIES:

I. Determine whether you will study this short story alone or with a group.

II. Whichever way you will study this story, read the story ONE OF THE MISSING by Ambrose Bierce.

III. If individual work - either write a paper about the story and staple that paper to this sheet WITH THIS SHEET ON TOP

or tape record your summary and evaluation of the short story.

If "mini-course" - meet with your group after the members of the group have each read the short story and, recording your discussion on a cassette tape, discuss as a group ONE OF THE MISSING.

IV. Present to the teacher either your individual paper, your individual cassette, or your group cassette.

V. After your teacher has read your paper or listened to your cassette, have the teacher initial your packet and record your points.

VI. File your packet in your notebook.

LAP # 1604-SSTO-912 Points: 1

Subject: THE FURNISHED ROOM by O. Henry
Classification: American short story
Participants: one
Prerequisites: none

O. Henry is known for his humorous writing, but in THE FURNISHED ROOM he gives us a different kind of story, one with a twist of bitter irony.

The object of this learning activity is for you to read a well-written short story and to see how irony works in a story.

Materials needed: a copy of the short story THE FURNISHED ROOM
pen and paper

ACTIVITIES:

I. Read "THE FURNISHED ROOM".

II. Be sure you understand the word irony. Write a paragraph to explain how irony works in this short story.

III. If the story had been written in any other way would it have decreased the intensity of the irony? If the landlady had told the young man the information which she withheld from him would that have made a difference on the impact on the reader? Write a paragraph reacting to the way in which the story is written.

IV. Staple your paper with the two paragraphs written on it to this sheet WITH THIS SHEET ON TOP.

V. Turn in your packet to the teacher.

LAP # 1855-SCIF-1012 Points: 10

Subject: SOMETHING WICKED THIS WAY COMES by Ray Bradbury

Classification: Science fiction

Participants: any number

Prerequisites: none

The modern American writer Ray Bradbury is truly a master of science fiction. In SOMETHING WICKED THIS WAY COMES he challenges the reader's imagination with a unique story about two young boys and a circus unlike any circus you have ever seen. The title, by the way, is taken from Shakespeare's play Macbeth in which a witch chants, "By the pricking of my thumbs, Something wicked this way comes". You might be interested to know that mystery writer Agatha Christie has written a book entitled By The Pricking of My Thumbs.

The object of this learning activity is for you to enter the bizarre world of Ray Bradbury.

Materials needed: a copy of the book SOMETHING WICKED THIS WAY COMES

writing implement

OR cassette recorder and cassette tape

ACTIVITIES:

I. Read SOMETHING WICKED THIS WAY COMES by Ray Bradbury.

You may wish to study this book as a member of a group. If so, you may meet from time to time to discuss the book. If you choose to discuss the book, you need not write an evaluation of the book. Instead, record your discussions on a cassette tape and turn in the tape, when finished, to the teacher.

If you are studying this book by yourself you may either write your answers to the worksheet questions OR you may record your answers on a cassette tape.

II. After you have finished the book and your evaluation of the book (either written or recorded worksheet answers OR a recorded group discussion), turn in your packet to the teacher (along with the tape, if recorded).

III. When your packet is returned to you put it in your notebook.

LAP # 1855-SCIF-1012 **WORKSHEET**

1. ______________ ________________ and _________ ____________ are the two main characters of the book.

2. The handbill which announced the arrival of the carnival stated that it would be coming ______________ ______ (date).

3. Where did author Bradbury get his title for the book?

4. What other author used the rest of the couplet as a book title?

5. What was unusual about the arrival of the train?

6. What was unusual about the merry-go-round?

7. Why didn't Will want his dad to go into the maze of mirrors?

8. Discuss the Illustrated Man.

9. Write your evaluation of the book. Consider the author's style, the mood of the book, the story, etc. State your reasons for liking or disliking the book.

LAP # 1859-SCIF-1112 Points: 6

Subject: CAT'S CRADLE by Kurt Vonnegut, Jr.
Classification: Science fiction
Participants: any number
Prerequisites: none

If you like your science fiction with a humorous twist you should enjoy CAT'S CRADLE. Prepare to meet some wild characters and a new substance: Ice-nine.

The object of this learning activity is to turn you loose in the weird world of Ice-nine.

Materials needed: a copy of the book CAT'S CRADLE
a writing implement or cassette recorder and tape cassette

ACTIVITIES:

I. Decide whether you will study this book alone or as a member of a group. If you will work with a group, meet with the other students and the teacher to determine how you will study the book.

II. Read CAT'S CRADLE by Kurt Vonnegut, Jr.

III. If you are in a group, your activities were determined at step I, you may now turn in your packet to be initialed.

If you read the book alone, write an evaluation of the book on the back of this sheet. What things about the book especially impressed you? Is this the first book you have read by this author? Would you want to read more books by him?
When you have finished the packet, turn it in to the teacher to be initialed.

IV. When your packet is returned to you put it in your notebook.

LAP # 1936-SOCF-912 Points: 12

Subject: FAHRENHEIT 451 by Ray Bradbury

Classification: Social fiction

Participants: any number

Prerequisites: none

Do books really serve any purpose? Should we be protected from disturbing thoughts for our own good? What kind of society might tomorrow bring?

Ray Bradbury presents a view of society as it might become.

The object of this learning activity is for you to consider the world of FAHRENHEIT 451 and evaluate that society.

Materials needed: a copy of the book FAHRENHEIT 451
writing implement for worksheet and unit test

ACTIVITIES:

I. Read FAHRENHEIT 451 by Ray Bradbury.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

Bibliography (suggested reading for further enrichment):

Anthom by Ayn Rand
Brave New World by Aldous Huxley
1984 by George Orwell
This Perfect Day by Ira Levin
The Edict by Max Ehrlich
A Canticle for Liebowitz (a play)

LAP # 1936-SOCF-912 **WORKSHEET**

1. What is the significance of the temperature from which the book receives its title?

2. What are Seashells?

3. What status symbol does Mildred want to add to her home?

4. How does Mildred's TV differ from your TV? (two ways)

5. Identify Faber.

6. Identify Salamander.

7. Who were the book people?

8. Identify Clarisse.

9. Why did the old woman choose to be burned with her books?

10. Discuss the Mechanical Hound.

11. Cite evidence that the Montag marriage was not a normal happy marriage by our standards.

12. Discuss the "message" of the book - why do you think the author wrote this book? What is he saying to you, the reader?

LAP # 1951-SOCF-1112 Points: 7

Subject: A CLOCKWORK ORANGE by Anthony Burgess

Classification: Social fiction

Participants: any number

Prerequisites: none

A CLOCKWORK ORANGE is, at time, a very offensive book. The protagonist is a repulsive character. The book is rather difficult to read because of the vocabulary invented by the author. Amid all that difficulty and repulsion, the author has posed a very weighty matter. And, at a far less extreme level, we are faced with the basic premise of that matter here and now.

The object of this learning activity is for you to think about the rights of society, the rights of the individual, deciding on a value system, and matters of degree.

Materials needed: a copy of A CLOCKWORK ORANGE
pen and paper

ACTIVITIES:

I. Read A CLOCKWORK ORANGE by Anthony Burgess.

II. Write a paper discussing the basic issue, citing specific references to the book. Evaluate the effectiveness of the book in making the point the author has chosen as his issue. Think about how else he might have handled this same issue. Support or attack his choice of means of making his point. In your paper include your own value judgements on the issue.

If you have trouble understanding this assignment, discuss it with the teacher.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 2014-PHIL-912 Points: 5

Subject: JONATHAN LIVINGSTON SEAGULL by Richard Bach
Classification: Philosophy
Participants: any number
Prerequisites: none

At first glance this book may appear to be a child's toy. It is much more than that. A best-seller across the nation, JONATHAN LIVINGSTON SEAGULL offers a beautiful perspective of existence.

The object of this learning activity is for you to meet JONATHAN LIVINGSTON SEAGULL. You won't soon forget him.

Materials needed: a copy of JONATHAN LIVINGSTON SEAGULL
writing implement for worksheet and unit test

ACTIVITIES:

I. Read JONATHAN LIVINGSTON SEAGULL.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange for the unit test.

IV. When your packet is initialed put it in your notebook.

LAP # 2014-PHIL-912 **WORKSHEET**

1. Where, according to Richard Bach, does the real Jonathan Livingston Seagull live?

2. Who was the photographer for the book?

3. What is the copyright date of the book?

4. What is Jonathan Livingston Seagull's favorite pasttime?

5. Why?

6. How do the other seagulls feel about this?

7. From the above (4, 5, and 6) make an abstract statement about people.

8. Jonathan's mother suggested he leave flying to ______________ and ______________________.

9. His father said the reason to fly was

10. Seagulls never fly in the ______________________.

11. What flying clue did Jonathan pick up from the falcons?

12. How did this change his practice?

13. Jonathan clocked a new speed, ______________________________, which resulted in his being ordered to the Center for Shame.

WORKSHEET

14. According to Jonathan, life is short because of ___________,
_______________, and _______________.

15. Sullivan told Jonathan he was unusual because

16. What was Chiang's definition of Heaven?

17. The gull sees farthest __________ _________ ______________.

18. What was Jonathan's wingspan?

19. Why did Kirk Maynard Gull feel that he could not fly?

20. What did Jonathan answer when Maynard asked, "Are you saying I can fly?"

21. How did Fletcher Lynd Seagull die?

22. When Fletcher addressed his new group of students he said,
"A seagull is an ______________ _______ ____ _________."

23. In your own words write what you think Richard Bach is saying about existence.

ITEM #09

LAP # 810-HISN-912 Points: 9

Subject: BRIDE OF LIBERTY by Frank Yerby

Classification: Historical novel

Participants: any number

Prerequisites: none

Actual men of history mingle with fictional characters in this novel of the Revolutionary War and a young patriot who loved one woman but was loved by her sister.

Since the book tells of real people from history and fictional characters, the word "actual" will be used in this packet to distinguish from the fictional characters. George Washington was "actual", Polly Knowles was "fictional".

The object of this learning activity is for you to follow the adventures of the fictional characters while learning more about the actual war.

Frank Yerby is an American Negro author and poet.

Materials needed: a copy of the book BRIDE OF LIBERTY
writing implement for worksheet and unit test

ACTIVITIES:

I. Read BRIDE OF LIBERTY by Frank Yerby.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 810-HISN-912 **WORKSHEET**

1. The story begins in ______________________________________ in the year ___________.

2. Mrs. Knowles was (German, Irish, Dutch).

3. Paul Revere was an actual silversmith; in the book what two fictional characters were also silversmiths?

4. The day on which the story begins was very (hot, cold).

5. Why did Jason Goodby hate Patrick Knowles?

6. Why did Patrick change his mind about Ethan Page as a suitable husband for Kathy?

7. Who was Crispus Attucks?

8. Was he actual or fictional?

9. ____________________ ____________________, the author of this book, is an ______________________________________.

10. Who was Peter Knowles?

11. How did Polly cause Ethan to receive a larger promotion than he expected?

12. Why would Ethan have to give up dancing?

13. Who was Will Pikes?

14. How did John Andre die?

15. Washington was fond of ___________________________ although he could only speak to him through an interpreter.

LAP # 810-HISN-912 **WORKSHEET**

16. Gertrude married __________________________ and they went to _____________________________.

17. Kathy had to keep her marriage to ___________________________ a secret because

18. Why did Polly feel that Kathy, even dying, had won?

19. Why did Ethan kill Cecil Fitzgerald?

20. Why did Washington ask Polly to go to the Congress?

21. Describe the attitude of the townspeople just before the battle of Breed's Hill.

22. Why did Ethan finally desert the army?

23. Who were the Hessians?

24. How did the Tories feel that their cause was hurt by the Hessians?

25. The Revolutionary War ended on Friday _____________ ____, _______.

LAP # 818-HISN-912 Points: 8

Subject: THE LIGHT IN THE FOREST by Conrad Richter

Classification: Historical novel

Participants: any number

Prerequisites: none

How can a boy raised in one culture adjust to a different and sometimes conflicting way of life? True Son is asked to do just that thing in this warm story of a white boy raised as an Indian.

The object of this learning activity is for you to come to understand some of the positive values of each of two opposing cultures.

Materials needed: a copy of the book THE LIGHT IN THE FOREST
writing implement for worksheet and unit test

ACTIVITIES:

I. Read the book THE LIGHT IN THE FOREST by Conrad Richter.

II. Answer the questions on the worksheet of this packet.

III. Have the teacher check your answers.

IV. Arrange for your unit test.

LAP # 818-HISN-912 **WORKSHEET**

1. True Son had been ______ years old when he was adopted by ________________________.

2. Identify Del Hardy.

3. How did he come to be called Del?

4. T F Cuyloga had once had a son who had died.

5. How did True Son plan to do away with himself?

6. What was True Son's reaction when Half Arrow ate beef?

7. Sum up Little Crane's explanation of the difference between Indians and white people (page 17).

8. What was True Son's first impression of his real father?

9. How long had he been away from his own parents?

10. To what Indian tribe had True Son belonged?

11. Where was True Son born?

12. True Son's own mother introduced his family to him:
____________________, his mother, _________ ________________,
his father, ____________________, his brother, and his own
name was ________________ ______________ _______________.

13. John's mother insisted he speak in English. What were his first words to her in English?

14. Why did John loathe the pants and jacket he was asked to put on?

15. John decided the English looked so pale because

16. Why did Uncle Wilse think that John had deceived him?

17. Tomahawk and wigwam are ____________________________ words.

18. How did Aunt Kate force John to wear white man's clothes?

19. Why did True Son miss Del Hardy?

20. What gesture of Aunt Kate's was meant to console True Son when he was sick?

21. Why did Half Arrow and True Son start to scalp Uncle Wilse?

22. How was True Son to be used as a decoy for the Indians to kill the whites?

23. How did True Son fail the Indians?

LAP # 818-HISN-912 WORKSHEET

24. What made True Son change his mind about the ambush?

25. What did Cuyloga do about True Son's disgrace?

LAP # 952-MODN-912 Points: 7

Subject: THE SOUND OF SUMMER VOICES by Helen Tucker

Classification: Modern novel

Participants: any number

Prerequisites: none

When Patrick Quincannon Tolson sets out to prove the identity of his real mother he uncovers a number of family secrets.

The object of this learning activity is for you to meet the Quincannon family and follow Patrick through his quest.

Materials needed: a copy of the book THE SOUND OF SUMMER VOICES
writing implement for worksheet and unit test

ACTIVITIES:

I. Read the book THE SOUND OF SUMMER VOICES.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 952-MODN-912 **WORKSHEET**

1. ______________________ was the cook for the Quincannon family.

2. What did Patrick think Uncle Darius had been lying to him about?

3. What was Uncle Darius' hobby?

4. Patrick decided that either _____________ or ________________ was really his mother.

5. What was written on the tombstone in the woods?

6. Patrick thought there was something funny-peculiar about the tombstone. What was it?

7. How were Patrick's grandparents killed?

8. Why did Patrick and Rusty go in the woods at night to dig fishing worms?

9. What did Mavis show Patrick when he was at her home?

10. What did Uncle Darius think had happened to Celinda's grave?

11. Identify Christopher Danton.

12. Chris planned to build a house on ________________________ for Beryl and himself.

13. When his family missed him the night he was in Danton's car, where did Patrick say he had been?

WORKSHEET

14. What was the significance of the scrapbook newspaper clipping about an Indiana plane crash?

15. Who was Bonita Devond?

16. When Patrick went to the Catholic Church what did he pray for?

17. What was written on the grave Father Conroy showed Patrick?

18. Who finally answered Patrick truthfully about his mother?

19. When Uncle Darius accused Louis Nichols of calling on behalf of Christopher Danton, whom did Nichols say he was representing?

20. When Beryl went to her room one Christmas night she found a note propped up on her dresser. What was the note about?

21. Dr. ______________________ attended Patrick's birth.

22. When Father Conroy said that Patrick should be told he had a choice, what did he mean?

23. Who told Uncle Darius about Beryl and Danton?

24. Why did Uncle Darius decide to sell to Danton?

25. What did Uncle Darius write in his scrapbook?

26. What did Uncle Darius say that Athena was going to learn to do?

27. The book ends ___________ weeks before school opens.

28. Who wrote THE SOUND OF SUMMER VOICES?

LAP # 953-MODN-912 Points: 6

Subject: THE PIGMAN by Paul Zindel

Classification: Modern novel

Participants: any number

Prerequisites: none

It all began as a harmless prank — teen-agers making silly phone calls to strangers. No harm was meant. Then why did Lorraine and John feel guilt about the Pigman's death?

The object of this learning activity is for you to review the case of three lonely people who shared laughter and a special kind of love.

Materials needed: a copy of the book THE PIGMAN by Paul Zindel
writing implement for worksheet and unit test

ACTIVITIES:

I. Read the book THE PIGMAN.

II. Either (a) write the answers to the questions on the worksheet of this packet,

or (b) meet with others who have read this book and discuss the worksheet questions; this should be done with the teacher present OR the discussion should be tape-recorded and the tape given to the teacher.

III. After completing one of the two alternatives listed above, arrange with the teacher for the unit test. (The teacher may waive the test in the case of a good discussion.)

LAP # 953-MODN-912 WORKSHEET

1. How did Lorraine meet John?

2. John, Lorraine, ____________________, and ____________________ made up a phone game the object of which was to keep a stranger talking on the phone as long as possible.

3. John called his father ____________________.

4. Why did John's father put a lock on the phone?

5. How did John retaliate?

6. Define "fictitious philanthropy".

7. What was the irony of the grades Lorraine and John got on the Johnny Tremain book reports?

8. When Lorraine called Mr. Pignati the first time she said she was ____.

9. What did Mr. Pignati agree to do as a result of their conversation?

10. On whom did John blame a lot of things around his house?

11. Mr. Pignati's wife collected ______________________________.

12. Why?

13. How did John and Lorraine manage to cut school undetected?

14. Mr. Pignati was especially fond of going to the ____________.

LAP # 953-MODN-912 **WORKSHEET**

15. Where did "all the kids" go to drink beer?

16. John's ambition was to be ______________________________.

17. Mr. Pignati said that his wife ____________________________
had gone to __________________________.

18. ____________________________'s mother worked as a nurse.

19. Why did Lorraine and John confess to Mr. Pignati?

20. Lorraine, John, and the Pigman were _________________________
when the Pigman had a heart attack.

21. When the Pigman came home from the hospital he found

22. The Pigman died at _______________________________.

LAP # 955-MODN-912 Points: 7

Subject: THE OTHER by Thomas Tryon
Classification: Modern novel
Participants: any number
Prerequisites: none

Film actor Tom Tryon has written a psychological thriller about twin boys and the bizarre happenings that occur in their neighborhood.

The object of this learning activity is for you to meet Niles and Holland Perry and follow their adventures.

Materials needed: a copy of the book THE OTHER
writing implement for worksheet and unit test

ACTIVITIES:

I. Read THE OTHER by Thomas Tryon.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for your unit test.

III. Arrange with your teacher for the unit test.

LAP # 955-MODN-912 WORKSHEET

1. How old is the speaker in the first section before chapter one?

2. How did Russell die?

3. What had Russell seen that he was not supposed to have seen?

4. What game had Ada taught Holland and Niles?

5. Pilakea, Ada's cat, had been drowned in ______________ on ______________________________ birthday.

6. What was unusual about the twins' birthdays?

7. Identify Rider Gannon.

8. How did Vining Perry die?

9. Aunt _________________________ was Russell's mother.

10. What was The Thing which Niles kept in a Prince Albert tobacco can?

WORKSHEET

11. At a carnival Niles won a ______________________ to give to Torrie.

12. Chanticleer was a ______________________.

13. Identify Mr. Angelini.

14. Identify Professor Rabbitwaters.

15. How did the Slave Door get its name?

16. When Mrs. Rowe was found she had ________________ in her lap.

17. When Niles' mother had the ring she asked Niles when Holland had given the ring to him. Niles told her it was

18. Vining Perry died ________________ 16, ___________.

19. What truth did Ada want Niles to face?

20. Where had Ada found Holland's harmonica?

21. How did Alexandria come to be limited to a wheel chair?

22. Torrie named her baby ____________________.

23. Where was the baby found?

WORKSHEET

24. How did Niles escape from the burning apple cellar?

25. Who was the last person to die in the apple cellar?

26. How had Ada planned to solve Niles' problem?

27. Name the responsible party for each of the following deaths:
    - Vining -
    - Pilakea -
    - Mrs. Rowe -
    - Russell -
    - Eugenia -

28. Identify Pequot Landing.

29. What is a peregrine?

30. Who is the speaker at the beginning and end of the book?

LAP # 956-MODN-912 Points: 9

Subject: TO KILL A MOCKINGBIRD by Harper Lee
Classification: Modern novel
Participants: any number
Prerequisites: none

Rich with warmth and humor, probing into the human-ness of its characters, TO KILL A MOCKINGBIRD presents a child's-eye view of the adult world of a Southern town.

The object of this learning activity is to see the events in Maycomb through the eyes of Jean Louise Finch.

Materials needed: a copy of the book TO KILL A MOCKINGBIRD by Harper Lee
writing implement for worksheet and unit test

ACTIVITIES:

I. Read the book TO KILL A MOCKINGBIRD.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with the teacher for the unit test.

LAP # 956-MODN-912 WORKSHEET

1. Scout was almost ______ years old when Dill came to Maycomb.
2. Dill was fascinated with the idea of making ________________ ______________________ come out.
3. When Miss Caroline saw a __________________ on Burris Ewell she screamed.
4. Atticus got Scout up at 1:00 A. M. because _________________ _____________________'s house was on fire.
5. After the house burned down _____________________ stayed with _________________________________.
6. Why did Jem knock the tops off all Mrs. Dubose's camellias?
7. Why did Jem have to read to Mrs. Dubose?
8. What did he read to her?
9. Why had Dill run away from home?
10. Who questioned that Calpurnia was doing an adequate job of rearing Scout and Jem?
11. Judge _________________________ presided over the trial of Tom Robinson, who was accused by __________________ _______________________ of __________________.
12. When Calpurnia took the children home from the trial, why was she mad at Jem?
13. What bothered Scout about Miss Gates' attitude towards Hitler?

LAP # 956-MODN-912 **WORKSHEET**

14. ______________________________ was the only man Scout ever heard of being fired from the WPA for laziness.

15. On Hallowe'en night Scout dressed up as a ________________.

16. Jem said he could see her in the dark because

17. Who killed Bob Ewell?

18. Mr. Tate said that the ______________________________ had probably saved Scout's life.

19. Explain the book's title.

20. Who wrote TO KILL A MOCKINGBIRD?

21. What are Hot Steams?

LAP # 961-MODN-1012 Points: 7

Subject: A WOMAN IN THE HOUSE by William E. Barrett

Classification: Modern novel

Participants: any number

Prerequisites: none

Ursula, sick and frightened, is tenderly cared for by the monk Konrad. William E. Barrett, author of THE LILIES OF THE FIELD, here presents a moving love story.

The object of this learning activity is for you to follow the unusual relationship of Konrad and Ursula.

Materials needed: a copy of A WOMAN IN THE HOUSE
writing implement for worksheet and unit test

Bibliography (suggested reading for further enrichment):

The Wine and the Music by William E. Barrett
The Lilies of the Field by William E. Barrett

ACTIVITIES:

I. Read A WOMAN IN THE HOUSE by William E. Barrett.

II. Answer the questions on the worksheet of this packet. Use this worksheet as a study aid for your unit test.

III. Arrange with the teacher for the unit test.

LAP # 961-MODN-1012 **WORKSHEET**

1. Konrad was not quite ______ years old when he was taken to Father Stephen.
2. Father Stephen had been born in the city of ________________.
3. Konrad told the group of boys that he was not a priest, but was a ____________________ ____________________ Monk.
4. ________________________ drew a sketch of Konrad.
5. How did Konrad meet Ursula?

6. ____________________ helped Konrad transport Ursula to the house in the woods.
7. Identify Lou Erlander.

8. ________________ __________________ found Konrad a house in Streber Gardens.
9. Why did Ursula's parents not wish her to come back home?

10. Why did Konrad have to move out of the house in Streber Gardens?

11. Ursula refused to marry Konrad because

12. How did Konrad and Ursula come to move to Frankfurt?

13. Konrad was skilled at what kind of work?
14. What kind of work was Ursula prepared to do?
15. Write a brief evaluation of the book.

LAP # 976-MODN-912 Points: 6

Subject: I'M REALLY DRAGGED BUT NOTHING GETS ME DOWN
by Nat Hentoff

Classification: Modern novel

Participants: any number

Prerequisites: none

A boy approaching 18 has some very serious decisions to make: to accept society's expectations for him, or to rebel against a system that accepts war as an approach to a problem.

The object of this learning activity is for you to consider views from both sides of the generation gap.

Materials needed: a copy of the book I'M REALLY DRAGGED BUT NOTHING GETS ME DOWN

writing implement for worksheet and unit test

ACTIVITIES:

I. Read I'M REALLY DRAGGED BUT NOTHING GETS ME DOWN by Nat Hentoff.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for your unit test.

III. Arrange with your teacher for the unit test.

LAP # 976-MODN-912 WORKSHEET

1. Summarize the difference between Jeremy's view and his dad's view on the loudness of music.

2. Eric didn't want to take grass because

3. How does Jeremy's dad feel about his brother-in-law Jack?

4. Jeremy and his parents went to Jack's because it was Jack's ________________ anniversary.

5. Bill McDermott asked Jeremy, "How do you justify that hair?" What was Jeremy's answer?

6. Who was Bill McDermott?

7. Why did Sam feel uncomfortable in the school building? (chapter 8)

8. How much was it costing Sam to send Jeremy to a private school?

9. Lillian's defense of this expenditure indicates that she feels

10. Why was Mr. O'Connor planning to teach in a public school in East Harlem?

WORKSHEET

11. Why did Mr. O'Connor ask Jeremy's parents to come see him?

12. Why had Dr. Lewis agreed with the decision to drop the bomb on Hiroshima?

13. Mike felt that to change the world he would start with

14. Why did Sam slap Jeremy's face?

15. Jeremy said that Sam's only concern was to keep

16. The little Negro girl was crying because she had lost her

17. What is a C.O. ?

18. The title of the book is a statement Jeremy made when he was at

19. What sentence did the judge pronounce on Dan?

20. How might Dan have prevented this?

21. Why wouldn't he?

22. ______________________________ suggested draft-counseling and Jeremy planned to help.

LAP # 982-MODN-12 Points: 9

Subject: JOHNNY GOT HIS GUN by Dalton Trumbo

Classification: Modern novel

Participants: any number

Prerequisites: a human heart, unclogged tear ducts, a box of Kleenex

We are living in an age of acute social conscience; on one side, the justification of war — ideals of freedom, justice, democracy for the oppressed; on the other side, deep convictions against all war, against "man's inhumanity to man", against all barbarism that must resort to physical force because intelligent action cannot do its job. What draft-age young man of today does not carry this entire moral burden on his own conscience? To fight, to die, to run? Which is the cowardly decision, which the brave?

Dalton Trumbo poses his answer in a powerful novel which must disturb any thinking member of today's world. The object of this learning activity is for you to consider the issues posed by the author and evaluate his judgements in light of your own personal convictions.

Materials needed: a copy of the book JOHNNY GOT HIS GUN
writing implement for worksheet and test

Bibliography (Suggested reading for further enrichment):

We Bombed in New Haven, a play by Joseph Heller
The Red Badge of Courage by Stephen Crane

LAP # 982-MODN-12

ACTIVITIES:

I. Read the book JOHNNY GOT HIS GUN.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for your unit test.

III. Arrange with your teacher for the unit test.

WORKSHEET

1. When was JOHNNY GOT HIS GUN written?
2. Who is the main character?
3. The title is based upon what song?
4. In the introduction to the book Dalton Trumbo addresses us as "losers". Why?
5. Where was Joe working at the time of his father's death?
6. What made Joe pronounce his father a failure?
7. How do we know that Joe and his father were close?
8. Point out some characteristics of the author's style of writing.

WORKSHEET

9. What was the author's purpose in writing this book?

10. Discuss how his style supports his purpose.

11. Briefly tell about the end of Joe's romance with Diane.

12. How did Jose manage to get himself fired?

13. Why did Joe feel that the measure of time was so important?

14. Describe the telephone concert incident in the courting of Bill and Macia.

15. Joe went to high school in ______________________________,

______________________________.

16. How could Joe distinguish one nurse from another?

17. Joe decided he would be identified as an Englishman because

18. In Los Angeles Joe loved a girl named ________________________.

19. How did Joe attempt to communicate with others over a period of time which he estimated to be four five or six years?

20. When his attempt was recognized as communication by the new day nurse she wrote him a message; what was the message and how did she get it to him?

21. Why did he see himself as a "new kind of Christ"?

22. Since there is no documentary proof that anyone ever survived such extensive injuries as Joe's and lived, we may question the reality of a soldier at that time and with the limited medical technology of that time actually being able to survive. Is this possible discrepancy important to the book?

    Support your answer.

23. In light of your answer to the above question, consider the known injured of the wars of this century. Trumbo discusses some of these statistics in his introduction. You do not need to write an answer to this question, but think about the issue at its basic level. Consider your compassion and measure it in response to single amputation, double amputation, multiple amputation, and other forms of disfiguration — blindness, deafness, etc.

24. It is as possible that a man could conceivably be as disabled from a peace-time injury (traffic accident, etc.) as that he could survive under Joe's circumstances. Does this possibility weaken the author's position?

    Discuss.

25. Think carefully about the title of the book. In what two ways did Johnny (Joe) get his gun? (Clue: consider his conclusion that his communication to the world would be suppressed because he was a threat.)

LAP # 984-MODN-911 Points: 5

Subject: THE FARAWAY LURS by Harry Behn

Classification: Modern novel

Participnats: any number

Prerequisites: none

This novel is shaped to furnish what might have been the background leading to the burial of a girl who had lived over 3,000 years ago!

The object of this learning activity is to present to you a skillful tale about a time in history that is but little known to us.

Materials needed: a copy of the book THE FARAWAY LURS
by Harry Behn
writing implement for worksheet and unit test

ACTIVITIES:

I. Read the book THE FARAWAY LURS.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 984-MODN-911 **WORKSHEET**

1. In the spring of _________, Peter Platz discovered a primitive coffin.

2. Describe what was disclosed when the coffin was opened.

3. Heather had a slave named __________________.

4. ______________________________ was Heather's father.

5. The book is mainly concerned with the _______________________ People and the __________________ People.

6. How had Buzz got her name?

7. Heather was expected to someday marry _________________________.

8. What are lurs?

9. How did Heather meet Wolf Stone?

10. Why was Great Elk determined to go to Oakwood?

11. ______________________________ was Heather's mother.

12. ______________________________ spoke to Blue Wing about killing Great Elk.

13. Identify Troll Tamer.

14. Buzz went to Wolf Stone to warn him that Blue Wing

15. Identify the Doves.

16. How did Troll Tamer die?

17. Buzz planned to marry ______________________________.

18. ____________________________________ shot Wolf Stone with an arrow.

19. How did Buzz die?

20. What was the sacrifice that was to restore the spring?

LAP # 986-MODN-912 Points: 6

Subject: DON'T PLAY DEAD BEFORE YOU HAVE TO
by Maia Wojiechowska

Classification: Modern novel

Participants: any number

Prerequisites: none

A broken home, playing it cool, an overdose of sleeping pills, and a philosophical old bum — all touch the world of Byron Carmichael.

The object of this learning activity is for you to add a new friend to your dimension: meet Byron Carmichael.

Materials needed: a copy of the book DON'T PLAY DEAD BEFORE YOU HAVE TO

writing implement for worksheet and test

ACTIVITIES:

I. Read the book DON'T PLAY DEAD BEFORE YOU HAVE TO.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 986-MODN-912 **WORKSHEET**

1. What is unique about the author's style in this book?

2. Why is this effective?

3. Byron is __________ years old at the beginning of the book and ___________ at the end of the book.

4. What were some of the earliest requests Byron made at his baby-sitting job?

5. What was Charles' real name?

6. What kind of work did Charles' parents do?

7. What kind of work did Byron's parents do?

8. What did Charlie suggest Byron look at under the microscope?

9. Briefly give a summary of the first bedtime story Byron told Charlie.

10. Why, according to Byron, should Charlie get his mother to yell at him?

11. React to Byron's argument with the principal (second half of page 35).

12. What is Byron most interested in?

13. How do we know that Charlie wants to please Byron?

14. According to Byron, his car is really partly Charlie's. Why does he feel that way about it?

15. What promise did Byron make?

16. Why did Charlie take an overdose of sleeping pills?

17. When Charlie was in the hospital, how did Byron manage to see him?

18. What job brings Byron $2.50 an hour for doing what he enjoys?

19. Identify Hortense Meister.

20. Mrs. Pease thought ____________ ____________ would write a book about her.

21. Identify Sunnyfield.

22. Identify Leonard Ross.

23. Byron had a Falcon, Mrs. Nordstrom had a ____________.

24. Who staged his death to occur on television?

25. The cafeteria lady told Byron, "There is a rule you can't exchange dessert for milk." This rule was dated ________. Byron thought the rule didn't make sense and the cafeteria lady agreed because

26. What would keep Byron out of the army?

27. What gift did Mrs. Nordstrom buy for Byron?

28. How did Charlie break his leg?

29. Why did Byron call Lennie Ross a "lousy traitor"?

30. What did Byron tell his folks he wanted from them for his birthday (at the end of the book)?

31. What did he say about swearing?

32. What plans did Byron have for the summer?

LAP # 990-MODN-910 Points: 6

Subject: MY DARLING, MY HAMBURGER by Paul Zindel

Classification: Modern novel

Participants: any number

Prerequisites: none

Some very real and adult problems beset four high school seniors who learn that wrong decisions can leave disturbing memories.

The object of this learning activity is for you to consider the problems and judgements of four teen-agers.

Materials needed: a copy of the book MY DARLING, MY HAMBURGER
writing implement for worksheet and unit test

ACTIVITIES:

I. Read the book MY DARLING, MY HAMBURGER by Paul Zindel.

II. Answer the questions on the worksheet of this packet and use the worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 990-MODN-910 **WORKSHEET**

1. What was Miss Fanuzzi's advice for times when a dating couple was in danger of getting out of control?

2. Maggie's father worked as a ____________________________.

3. What is an aphrodisiac?

4. On Maggie and Dennis' first date they saw a movie about the ________________________________ tribe.

5. How did Maggie and Dennis differ in attitudes towards the heart-shaped pin?

6. What point could this be making about people in general?

7. How did Sean feel about the three-foot replica of the Empire State Building?

8. Cite evidence of differences between Maggie's relationship to her mother and Liz's relationship to her mother.

WORKSHEET

9. Relate Sean to his dad.

10. Write a phonetic spelling of the name Sean.

11. What is the atmosphere in the Holowitz home?

12. Identify Rod Gittens.

13. Discuss irony in chapter seven.

14. Why didn't Sean respond to Liz's letter?

15. How did Liz stop Rod's aggression in the art room the night of the dance?

16. Who broke up the fight between Sean and Rod?

WORKSHEET

17. Why did Liz surrender to Sean's aggression?

18. Where were the girls when Liz told Maggie that she was pregnant?

19. How did Sean's dad fail him when Sean needed him most?

20. How does Liz react when Sean changes his mind about marrying her?

21. What is the main idea of Maggie's thoughts during the graduation exercises?

LAP # 992-MODN-912 Points: 6

Subject: THEY NEVER CAME HOME by Lois Duncan
Classification: Modern novel
Participants: any number
Prerequisites: none

A week-end in April two high school boys went on a campout but didn't come back. At first hopeful, their families in time came to accept the probability that the boys must have died, even though no bodies were found. But what kind of trouble had Larry been in? And why did Peggy seem so strangely familiar to Dave although he had never seen her before?

The object of this learning activity is for you to discover the strange solution to the disappearance of Larry Drayfus and Dan Cotwell.

Materials needed: a copy of THEY NEVER CAME HOME
writing implement for worksheet and unit test

ACTIVITIES:

I. Read THEY NEVER CAME HOME by Lois Duncan.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 992-MODN-912 **WORKSHEET**

1. Joan had planned to go to college with ______________________ ______________________.

2. The boys disappeared in the ______________________ Mountains.

3. Dan Frank had a younger brother ______________________.

4. Why did Mrs. Drayfus feel that Larry's father did not love Larry?

5. Why did Larry want to go camping?

6. Which boy had had more camping experience?

7. Why was Frank a bit hurt when Dan and Larry went camping?

8. Why didn't Frank go with the boys?

9. Tell about Dan and Joan's first date.

10. ________________ ____________________ was valedictorian at graduation.

11. Joan discussed with ____________________ her worries about money Larry owed ______________________.

12. It was not unusual for Joan to go to the ____________________ on summer evenings.

13. Why didn't Joan's parents attend her graduation?

14. When Frank appeared at the Drayfus house Mrs. Drayfus thought

WORKSHEET

15. Why did Frank feel responsible for Mrs. Drayfus' breakdown?

16. Larry had been restricted by his dad ever since

17. How did Joan plan to pay off Larry's debt?

18. Identify El Mercado.

19. Why did Joan leave the football game when Frank was playing?

20. Peggy worked at the ______________________________.

21. Why was Peggy hurt by what Dave said after he kissed her?

22. Joan flew to California because of a phone call from
____________________ ____________________.

23. Identify Lance Carter.

24. Why did Frank go to court to testify?

25. How was the marijuana smuggled across the border?

26. What had upset Joan when she packed away Larry's clothes?

27. What message did Peggy ask the girls to deliver to Dave?

LAP # 993-MODN-912 Points: 6

Subject: BLESS THE BEASTS AND CHILDREN by Glendon Swarthout
Classification: Modern novel
Participants: any number
Prerequisites: none

Six social mis-fits set out on a noble mission against innumerable odds.

The object of this learning activity is for you to follow the adventures of these six boys from the Box Canyon Boys Camp.

Materials needed: a copy of the book BLESS THE BEASTS AND CHILDREN
writing implement for worksheet and unit test

ACTIVITIES:

I. Read the book BLESS THE BEASTS AND CHILDREN

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 993-MODN-912 WORKSHEET

1. What was the trophy of the Apaches?

2. Which team ranked at the bottom of the list?

3. What was the trophy of this bottom-ranking team?

4. Which boy slept under his bed?

5. Which boy had a half-burned pillow?

6. How did his pillow come to be burned?

7. Which boy could steal cars by crossing wires?

8. Whose father was a famous comedian?

9. What became the phrase used to silence Shecker?

10. Why would the boys be legally classed as juvenile delinquents if caught?

11. How did Teft make Wheaties leave the boys alone?

12. What was "bumping"?

13. Where did the Ooms live?

14. Why did the boys ride horses out of camp the night they left on their mission?

WORKSHEET

15. Who tried to sneak a letter home?

16. Why did the boys sneak into town to see a movie?

17. How did Cotton become leader of the boys?

18. Identify "Group Therapy", "After Death", and "Before Christ".

19. How did the boys get rid of the two boys who heckled them?

20. How did Cotton extend his fishing trip in Quebec after his mother decided they would leave?

21. Which boy ground his teeth?

22. Why did the boys walk the last stretch to the buffalo grounds?

23. What is the moral to the story about Ralph the piranha?

WORKSHEET

24. Why was the story of Ralph appropriate to the time at which it was told?

25. What is a Judas truck?

26. Cotton was happy to realize that the boys didn't depend on his leadership any more. How did they show this independence?

LAP # 994-MODN-1112 Points: 7

Subject: THE METHUSELAH ENZYME by Fred Mustard Stewart

Classification: Modern novel

Participants: any number

Prerequisites: none

The desire to avoid growing old has been a part of the human experience far back into history. That man (or woman) who truly finds a way to delay the aging process will, no doubt, be rich and famous. THE METHUSELAH ENZYME is about just such a search for extended youth.

The object of this learning activity is for you to enjoy the fantasy of a good yarn.

Materials needed: a copy of the book THE METHUSELAH ENZYME by Fred Mustard Stewart

pen and paper

ACTIVITIES:

I. Read the book THE METHUSELAH ENZYME.

II. Write a paper in which you react to the book (you need not tell the plot); be sure to state what you did or did not like about the book.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 995-MODN-1112 Points: 7

Subject: A QUIET VOYAGE HOME by Richard Jessup
Classification: Modern novel
Participants: any number
Prerequisites: none

In this timely novel the luxurious liner S. S. New York is a microcosm of our world complete with student riots, power struggles, drugs, and generation gap.

The object of this learning activity is for you to study the book and then evaluate the incidents which lead to the climax of the story. Can you assign right? Can you determine wrong? You will exercise your value judgements as you study A QUIET VOYAGE HOME.

Materials needed: a copy of the book A QUIET VOYAGE HOME
by Richard Jessup

pen and paper

ACTIVITIES:

I. Read the book A QUIET VOYAGE HOME.

II. Write a paper in which you state your opinions about the events in the book. Make judgements about the rights and responsibilities of the major characters involved. Try to determine the blame for the damages done. If you had supreme authority over the characters, what decisions would you make and what measures would you take after the docking of the ship in the New York harbor? Give this paper your careful consideration.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 998-MODN-1112 Points: 6

Subject: HAROLD AND MAUDE by Colin Higgins
Classification: Modern novel
Participants: one
Prerequisites: none

This is one of the most unusual love stories you will ever read. Harold is nineteen and obsessed with death; Maude is 79 and enthusiastic about life. "The generation gap has seldom been so amusingly lessened," wrote one reviewer.

The object of this learning activity is for you to meet Maude — you'll meet Harold, too — but Maude is "where it's at". Consider and respond to her philosophy of life — and death.

Materials needed: a copy of HAROLD AND MAUDE by Colin Higgins
pen and paper

ACTIVITIES:

I. Read HAROLD AND MAUDE.

II. One reviewer said, "It's a warm, kindly, people-loving book". Write a paper in which you either support or challenge that statement citing evidence from the book.

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 1004-MODN-912 Points: 6

Subject: FIVE WERE MISSING by Lois Duncan
Classification: Modern novel
Participants: any number
Prerequisites: none

Riding the school bus home turned into a nightmare for five high school students in New Mexico. Lois Duncan, whose THEY NEVER CAME HOME (LAP # 992-MODN-912) also deals with high school students and adventures, has given us another exciting tale in FIVE WERE MISSING.

The object of this learning activity is for you to follow the victims and relatives who cope with a kidnapping.

Materials needed: a copy of the book FIVE WERE MISSING
writing implement for worksheet and unit test

Bibliography (suggested reading for further enrichment):

They Never Came Home by Lois Duncan

ACTIVITIES:

I. Read FIVE WERE MISSING by Lois Duncan.
II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.
III. Arrange with the teacher for the unit test.

LAP # 1004-MODN-912 **WORKSHEET**

1. On the Thursday afternoon with which this book begins, a different driver delivers school bus riders at stops until only ______________________, ____________________, ________________, __________________, and __________ are left riding the bus.

2. What was the impression of the driver held by some of the girls on the bus?

3. When the driver headed away from Valley Gardens, what reason did he give?

4. Who had been sitting near him to help him know when to stop?

5. What passenger did the driver pick up?

6. What had happened to Mr. Godfrey?

7. Where were the hostages taken?

8. When was Mr. Godfrey found?

9. Why did Dexter feel that he would not be ransomed?

10. Why wasn't Joan Miller on the bus?

11. Where did the boys have to sleep?

12. How did they keep warm?

13. ___________________________ was the contact man; he phoned the parents.

14. What was the essential difference between Marianne and Marian?

WORKSHEET

15. Identify Steve Kirtland.

16. Why didn't Jesse's father help raise the money?

17. Why didn't Marianne's father (Jack) help raise the money?

18. Why were the other parents concerned that Mark Crete could not be reached?

19. ______________________________ was shot in an attempt to escape.

20. How was Buck killed?

21. ________________________ took the key out of Rita's purse while ____________________ kept Rita engaged in conversation.

22. There were a number of changes in relationships between characters in this book. Discuss any three.

LAP # 1005-MODN-912 Points: 6

Subject: THE MEMBER OF THE WEDDING by Carson McCullers
Classification: Modern novel
Participants: any number
Prerequisites: none

There are many ways in which a person can be lonely. And growing up can be a lonely thing in itself. How do we cope with loneliness? with feeling "lost"?

The object of this learning activity is for you to meet Frankie (Jasmine) Addams and learn of her way of facing growing up.

Materials needed: a copy of THE MEMBER OF THE WEDDING
writing implement

ACTIVITIES:

I. Read THE MEMBER OF THE WEDDING.

II. Answer the questions on the worksheet of this packet.

III. Turn in your packet to the teacher. When it is returned to you, put it in your notebook.

LAP # 1005-MODN-912 **WORKSHEET**

1. Why did Frankie want to become F. Jasmine instead of Frankie?

2. What was the unique physical characteristic of Berenice?

3. Discuss Frankie's loneliness. What do you think contributed to her loneliness?

4. Who were the three J's?

5. Why did Frankie become so obsessed with the wedding?

6. Discuss this quotation from the book: "They are the we of me". (p. 39)

7. Discuss John Henry.

8. We are never told the name of the soldier. Comment upon this.

9. The first time Frankie went into the Blue Moon she went there because

10. Which of Berenice's husbands did she like best?

11. Why did Frankie feel she had killed someone?

12. Frankie went to see Big Mama because

13. The wedding was at ____________________ ________________.

14. Cite evidence of Frankie's loneliness.

15. Evaluate the book.

LAP # 1006-MODN-912 Points: 6

Subject: MEANWHILE, BACK AT THE CASTLE by Hope Campbell
Classification: Modern novel
Participants: any number
Prerequisites: none

Perhaps you have never heard of the kingdom of Great Mosquito Island. In this book you will come to know the entire royal family and the citizenry of this tiny two-acre monarchy. Here is a modern story with a delightful twist.

The object of this learning activity is to introduce to you a new nation: The Democratic Monarchy of Great Mosquito Island.

Materials needed: a copy of MEANWHILE, BACK AT THE CASTLE
writing implement for worksheet and unit test

ACTIVITIES:

I. Read MEANWHILE, BACK AT THE CASTLE by Hope Campbell.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to review for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 1006-MODN-912 WORKSHEET

1. When the Hendersons lived in their New York apartment Timmy was a ________________ addict.
2. How old was Great-Aunt Norma when she died?
3. Suzie and Sam arrived home to find their mother and father consulting charts and maps, and they were drinking champagne. Why?
4. Why didn't Suzie want to leave New York?
5. Why didn't Sam want to leave New York?
6. Father planned to leave New York so that he could
7. Why didn't Timmy want to leave New York?
8. How did Suzie and Sam change as a result of the cruise through the Thousand Islands?
9. Why did Suzie want her father to buy the island Skunky wanted to sell?
10. Father bought it for his own reason. What was that?
11. What was "The Longest Take in History"?

12. Suzie phoned New York and invited ____________ ____________ to come to the island.

13. Why did Mr. Beech and Mr. Coomb come to the island?

14. Describe the flag of Great Mosquito Island.

15. Why was Suzie blamed for all the publicity and sight-seers who came to the island?

16. How did Natalie feel when she first found out about her appearance on Huntley-Brinkley?

17. How did her parents react?

18. Identify Mulgrue.

19. ____________ ______________, who had been Sam's friend in New York, also showed up at the island.

20. Why did Suzie send for the French ambassador?

21. How did this complicate things?

LAP # 1006-MODN-912 **WORKSHEET**

22. ____________________ and ____________________ were labeled "The Suburbs" by the Mosquito Islanders.

23. How did Suzie try to repel Pierre Minitot?

24. Describe The Great Mosquito Tea Party.

25. Why did King John abdicate?

26. Chief Shanagowa was to become Postmaster General. Why was this an appropriate post for him?

27. What sacrifice did the members of the Peace Army make in order to prepare for the arrival of the representatives from the United Nations?

28. Natalie was to return to New York to be the

29. Great Mosquito Island was to become a ____________________ ________________ ____________________ of the United Nations.

30. ____________________ (whose real name was Henry Kolodkin) was the Prime Minister of Great Mosquito Island.

LAP # 1008-MODN-912 Points: 5

Subject: DADDY-LONG-LEGS by Jean Webster
Classification: Modern novel
Participants: any number
Prerequisites: none

DADDY-LONG-LEGS, which consists almost entirely of an unusual one-sided correspondence, was written early in this century, has been translated into eighteen languages, and has twice been made into movies.

The object of this learning activity is for you to meet Judy Abbott and follow her adventures through her letters to a mysterious benefactor.

Materials needed: a copy of Jean Webster's DADDY-LONG-LEGS
writing implement for worksheet and unit test

ACTIVITIES:

I. Read DADDY-LONG-LEGS.

II. Answer the questions on the worksheet of this packet. Use this worksheet as a study aid to prepare for the unit test.

III. Arrange with the teacher for the unit test.

LAP # 1008-MODN-912 **WORKSHEET**

1. Mrs. Lippett called Jerusha to the office to tell her

2. What three things did Jerusha tell her benefactor that she knew about him?

3. Name any three of the seven gifts Judy bought with the money Mr. Smith sent her at Christmas time her first year at college.

4. Why did Judy write Daddy-Long-Legs that she planned to buy him a lace cap for his 83rd birthday?

5. "It is very uninspiring writing to a Thing," Judy stated in one of her letters. In the next letter she apologized. What reason did she give for her curt letter containing the above quotation?

6. What was the "first real, true present" Judy had ever received?

7. Jervis sent three boxes of chocolates to ______________________, ______________________, and Judy.

8. During the summer following her freshman year of college Judy went to ______________________________.

9. What coincidence did Judy discover from Mrs. Semple?

10. At the end of the summer Judy found she had gained ____ lbs.

11. Where did Judy spend the Christmas holiday of her sophomore year?

12. ______________________________ was Judy's escort at the dance given for her two days after Christmas.

13. When Jimmie McBride sent a Princeton banner to Judy she thought about making a ______________________ out of it.

14. Why did Judy sign one of her letters "Ophelia, Queen of Denmark"?

15. When Judy discovered that she enjoyed Shakespeare she was surprised because she had always suspected him of
"____________________ _______________ ____________ _________
______________________________________".

16. Why did Judy return Mr. Smith's check for fifty dollars?

17. At the end of her sophomore year Judy wanted to spend the summer

18. On June 9th of that year she signed her letter to Mr. Smith "Miss Jerusha Abbott". Why the formality?

19. When were you first aware of the identity of Daddy-Long-Legs?

20. How did Judy discover the identity of the mysterious millionaire who had sent her to college?

ITEM # 10

[Mistakenly, a corrected introduction to this program was inserted here, comprising pages 326 through 335. These pages have been removed from this position and placed in their correct position at the beginning of this book, pages # 0-9. The original pages 1-9 have been deleted. No information has been lost through this deletion, but the number of pages comprising this program has been reduced by nine.]

LAP # 1-BIOG-912 Points: 5

Subject: WILLIAM SHAKESPEARE
Classification: Biography
Participants: any number
Prerequisites: none

The influence of William Shakespeare, one of the greatest names in literature, can hardly be overstated. Each and every month more than fifty books and articles are published dealing with Shakespeare and his works. Recently (August 1971) in Vancouver, B.C., Shakespeare scholars from 45 of the United States and 29 other nations gathered for ten days at the first World Shakespeare Congress for the purpose of organizing the massive efforts of Shakespeare scholarship throughout the world. Shakespeare plays are presented in Elizabethan costumes, made into musicals, modernized for theater of the absurd, and made into films in many lands and in many tongues.

Who was this man? The object of this learning activity is for you to know about William Shakespeare of Stratford-Upon-Avon.

Materials needed: An "S" volume of a reputable encyclopedia
A biographical film (ordered by your teacher or the librarian)
Movie projector and viewing surface for film
Writing implement for worksheet and test

Bibliography: (Suggested reading for further enrichment)

Shakespeare of London by Marchette Chute
Shakespeare for Everyman by Louis B. Wright
The Essential Shakespeare by J. Dover Wilson

LAP # 1-BIOG-912

ACTIVITIES:

I. Read the article about William Shakespeare in an encyclopedia.

II. View the biographical film of Shakespeare's life and works.

(You may wish to take notes during the film. You may choose to see the film more than once. These suggestions are optional.)

III. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for your unit test.

IV. Arrange with your teacher for the unit test.

LAP # 1-BIOG-912 **WORKSHEET**

1. William Shakespeare was born ________________, ___________ and died ___________________, __________.
2. His mother was _________________ _________________ and his father was _____________ Shakespeare.
3. Was William their only child?

4. Why is the exact date of William's birth not known?

5. From what record is his birthdate estimated?

6. What custom of that time led biographers to select a birthdate?

7. How old was Shakespeare when he died?

8. William Shakespeare married ______________ _________________, who was _____ years older than he was.
9. Identify Ann Whateley.

10. How many children did Shakespeare have?

11. Are there any direct descendents of Shakespeare living today?

12. How many plays did Shakespeare write?
Can your answer be authenticated? Explain.

13. What else did he write?

14. His plays can be classed in three categories; they are ____________________, ________________, and ________________. Sometimes his last plays are given a separate category: tragi-comedies, or __________________________.

15. His most famous play is __________________.

16. Name two plays for each of the four categories listed in question 14.

17. Where did Shakespeare get the ideas for his plays?

18. Who was the reigning monarch when Shakespeare first started writing plays?

19. Who was the reigning monarch during the last ten years of Shakespeare's life?

20. ______________________ ____________________ created on stage Shakespeare's greatest characters.

21. Among the roles acted by Shakespeare himself was the role of ___________________________________ in HAMLET.

22. Where did Shakespeare live when he retired?

23. What strange bequest in his will has led to speculation about the state of Shakespeare's marital happiness?

24. Why is there some dispute over the authorship of the Shakespeare plays?

LAP # 2-SPDR-1112 Points: 12

Subject: HAMLET by William Shakespeare
Classification: Special drama
Participants: 5 to 15 + teacher
Prerequisites: none

More interest has been aroused by HAMLET than by any other Shakespeare play. Some scholars will suggest that KING LEAR is Shakespeare's greatest play. Perhaps to the layman ROMEO AND JULIET (of the tragedies) and THE TAMING OF THE SHREW or THE MERCHANT OF VENICE (of the comedies) are better known, but no other play has received such a vast amount of literary criticism, scholarly consideration, or published views.

What is the "special ingredient" that makes HAMLET so conspicuous among the Shakespeare plays, indeed among all drama? No over-simplified answer can cover this, but you should know that HAMLET presents some very special challenges, sometimes referred to as the mystery of Hamlet, the Prince. He tells us that he is pretending madness in order to throw his enemies off their guard, but he seriously considers suicide (are we all innocent of the same madness?), and his behavior at times reflects more of real madness than feigned insanity. No scholar has yet settled the issue of Hamlet's madness to the complete satisfaction of all.

How can you cope with a play that has kept men puzzled for almost four hundred years? At some time you have met a person about whom others have had conflicting ideas. How did you decide your feelings about this person?

The object of this learning activity is for you to meet Hamlet, the Prince of Denmark. Learn of his problems, meet the people around him, watch as he reacts to his world. Then, as with "real" people you have met in your own life, you will be able to develop some feelings of your own about him.

Materials needed: A printed copy of the play HAMLET (try to choose a good edition)

writing implement for worksheet and unit test

Optional materials: A record (or cassette) of the play with an accompanying script

a record (or cassette) player

ACTIVITIES:

I. Arrange to meet with a group (from 5 to 15) who will study this play.

II. Arrange with the teacher for meetings of this group.

III. The group will read HAMLET by taking assigned roles for oral presentation. If you miss a meeting time be sure to read the material covered during your absence. Oral reading will be accompanied by explanatory remarks by the teacher.

IV. At your option you may wish to study the play more thoroughly by listening to a one-hour recorded condensation of a dramatic production of the play.

V. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for your unit test.

VI. Arrange with your teacher for the unit test.

Bibliography (Suggested reading for further enrichment):

The Heart of Hamlet by Bernard Grebanier

The Question of Hamlet by Harry Levin

assorted magazine-article length essays on HAMLET (your teacher can help you find these articles)

LAP # 2-SPDR-1112 **WORKSHEET**

1. Why is it important to understand the Elizabethan view of the "supernatural" when studying this play?

2. How is the tone of this play set in the opening scene?

3. What else is accomplished in this first scene?

4. The ghost is that of ______________________________________.

5. Who is Fortinbras?

6. In scene two we find the problem that so disturbs Hamlet. What is that problem?

7. What is the relationship of Claudius to Hamlet?

8. Where has Hamlet been before coming to Elsinore for his father's funeral?

9. What does Horatio mean by "Season your admiration for a while"?

10. What request does Hamlet make of his friends concerning the ghost? (at the close of the scene)

11. Who are Laertes and Ophelia?

12. Paraphrase these lines from Polonius' address to Laertes:

"And these few precepts in thy memory look thou character."

"Give thy thoughts no tongue, nor any unproportion'd thought his act."

"Give every man thy ear, but few thy voice; take each man's censure, but reserve thy judgement."

"Costly thy habit as thy purse can buy, but not express'd in fancy; rich, not gaudy; for the apparel oft proclaims the man."

13. The kind of advice Polonius gives Laertes in this famous passage (I iii 58-80) was common advice to young men of those days. Some people have considered this advice to be very good, others consider it garbage. What is your opinion?

14. Hamlet asks the ghost, "Be thou a spirit of health or goblin damn'd". What is he asking and how is this basic to the issue?

WORKSHEET

15. When Hamlet decides to go with the motioning ghost his friends try to stop him. He says, "Unhand me, gentlemen, By Heaven, I'll make a ghost of him that lets me!" Paraphrase what he said; be sure to discuss his use of the word "lets" as opposed to our use of it as permission ("allows"). How does this passage show his state of mind?

16. In your own words, write a brief narrative of what happens in Act I scene v.

17. Dividing Act II scene i into two parts, we find the play advanced in two ways. The first section is not so important to the play, but it does give us some insight of Polonius. What is that insight? The second section advances the plot by telling us about Hamlet's behavior. Give two reasons why Shakespeare tells us rather than shows us this incident.

18. Give a brief character sketch of Rosencrantz and/or Guildenstern.

19. Why has the king selected Rosencrantz and Guildenstern for the task he assigns them?

20. Does Hamlet have a deep respect for Polonius? Can you support your answer with evidence from the play?

21. Shakespeare uses both prose and poetry forms for the lines of characters in his plays. A study of his choices from time to time would reward the serious scholar with interesting insights into the plays, the characters, and Shakespeare himself.
In Act II scene ii Hamlet delivers a now-famous description of man — "What a piece of work is a man!" — and calls the earth "this goodly frame". Read the entire paragraph (303 - 323) and discuss it as a prose-poetry issue, with special attention to the diction.

22. How do we know that Hamlet had an interest in the theater?

23. Hamlet begins a long passage with, "Now I am alone." This device is called a ______________________________.

24. At the close of the "Rogue and peasant slave" passage, Hamlet tells us his plan. What is it?

25. Probably the most famous lines of all literature and drama are "To be or not to be: that is the question" — in this famous soliloquy Hamlet says

> To sleep: perchance to dream: ay, there's the rub;
> For in that sleep of death what dreams may come
> When we have shuffled off this mortal coil,
> Must give us pause

What does he call the human body?

His suggestion is that we fear death because

26. What is a "dumb show"?

27. Ophelia tells Hamlet, "You are as good as a chorus, my lord." What does she mean?

28. "The lady doth protest too much, methinks," is a famous line spoken by Gertrude. Support the psychology implied here.

29. Why does Hamlet compare himself to a recorder (a musical instrument)?

30. What is an arras?

WORKSHEET

31. Why does Hamlet pass up his chance to kill Claudius while the king is in a posture of prayer?

32. Act III scene iii
    Queen. Hamlet, thou hast thy father much offended.
    Hamlet. Mother, you have my father much offended.

    We are told that one of the modern-day "generation gap" problems is unclear communication. How can you cite a similar "generation gap" situation in the above passage? Does Hamlet fail to understand his mother? (clue: the word "father")

33. In the "closet scene" (III iv) the queen was beginning to be persuaded by Hamlet. What caused her to change her mind?

34. Why did Hamlet kill Polonius?

35. How may a king "go a progress through the guts of a beggar"?

36. With seven words Shakespeare lets us know that Hamlet and Claudius understand each other. The king tells Hamlet he is bent

    For England.
    Hamlet. For England!
    King. Ay, Hamlet.
    Hamlet. Good.

    What is understood by each in this exchange?

37. What has driven Ophelia mad?

    What explanation can there be for a nice girl like her knowing dirty songs such as she sings?

38. What do we learn from Hamlet's letter to Horatio (IV vi)?

39. How does the king turn Laertes' anger from himself to Hamlet?

40. What plot is laid by Claudius and Laertes?

41. Laertes, at Ophelia's burial, asks, "What ceremony else?" He is told Ophelia's funeral cannot be a full ceremony because

42. Why do Hamlet and Laertes fight in Ophelia's grave?

43. What was the fate of Rosencrantz and Guildenstern?

44. What causes Hamlet's death?

45. What causes Laertes' death?

46. "The queen carouses to thy fortune, Hamlet." How does this prove fatal?

WORKSHEET

47. Why does Claudius fail to prevent Gertrude's death?

48. How does Claudius die?

49. Which lines point out the resolution of the Hamlet-Laertes relationship?

50. Who will be the new ruler of Denmark?

LAP # 3-DRMA-1112 Points: 5

Subject: ROSENCRANTZ AND GUILDENSTERN ARE DEAD by Tom Stoppard

Classification: Literature, Drama

Participants: 3 to 15 + teacher

Prerequisites: LAP# 2-SPDR-1112 (HAMLET)

A modern playwright, Tom Stoppard, chooses a unique and interesting viewpoint to consider both Shakespeare's HAMLET and the timely concern for individual identity. So, in a sense, Stoppard's play is as universal as the great Shakespeare themes.

Who are we? Is our destiny fore-ordained? What is our role in relationship to the total universe? Stoppard tackles these philosophical mysteries through a vehicle which may well be considered theater of the absurd.

The object of this learning activity is for you to consider the philosophical issues scattered throughout this modern comedy.

Materials needed: A printed copy of the play ROSENCRANTZ AND GUILDENSTERN ARE DEAD

A writing implement for worksheet and unit test

Bibliography (Suggested reading for further enrichment):

A magazine article about Tom Stoppard is available from your teacher.

ACTIVITIES:

I. Arrange to meet with a group (from 3 to 15) who will study this play.

II. Arrange with the teacher for meetings of this group.

III. The group will read ROSENCRANTZ AND GUILDENSTERN ARE DEAD by taking assigned roles for oral presentation. If you miss a meeting time be sure to read the material covered during your absence. Oral reading will be accompanied by explanatory remarks by the teacher.

IV. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for your unit test.

V. Arrange with your teacher for the unit test.

LAP # 3-DRMA-1112 **WORKSHEET**

1. What action engages the two main characters at the beginning of the play?

2. When are Shakespeare's words used verbatim?

3. Why might this play be called a negative of HAMLET?

4. What thematic purpose does the question game serve?

5. The Player says his actors are of the blood, love and rhetoric school and that of these three ____________________ is compulsory.

6. What "problem" are Rosencrantz and Guildenstern trying to solve?

7. Cite evidence that this play is not realistic.

8. What conclusion does Rosencrantz reach about the purpose of the HAMLET plot?

9. The Player tells of once having an actor who was condemned to hang for stealing actually hanged during a play. What does he say about that death?

10. The play is divided into ____________ acts.

WORKSHEET

11. What is the setting for the beginning of the third act?

12. How do Rosencrantz and Guildenstern learn of the plot to kill Hamlet?

13. Guildenstern tells us that Socrates said it is illogical to fear death because

14. In speaking of the English king the two main characters say that who is king will depend on

15. Who speaks the last lines in the play?

16. How are the deaths of Rosencrantz and Guildenstern staged?

17. Why is this dramatically appropriate?

18. Guildenstern says that "_____________________________ is the ultimate negative."

19. A ritualistic repetition throughout the play is based on a line from "The Lord's Prayer" with one word constantly changing. In the prayer, the original word was _______________.

20. How can we identify with Guildenstern's question, "Who are we that so much should converge on our little deaths?"?

LAP # 5-SPDR-912 Points: 6

Subject: ROMEO AND JULIET
Classification: Special drama
Participants: any number
Prerequisites: none

One of the best-known tragedies in literature, ROMEO AND JULIET by William Shakespeare is the story of two young lovers (Juliet is married at 14) who disregard the enmity between their two families and pledge their loves in secret marriage.

The object of this learning activity is for you to watch the drama of ROMEO AND JULIET and be able to discuss the play.

Materials needed: a full-length film of ROMEO AND JULIET (this can be ordered by your teacher or librarian)

movie projector and viewing surface for film

Bibliography (suggested reading for further enrichment):

assorted magazine-article length essays on ROMEO AND JULIET (your teacher can help you find these articles)

ACTIVITIES:

I. View the film ROMEO AND JULIET either alone or with a group.
II. Either alone or with your group, discuss the film with your teacher.
III. Have the teacher initial your packet and record your points for this activity.
IV. Keep this packet in your notebook.

LAP # 16-SPDR-1012 Points: 10

Subject: JULIUS CAESAR by William Shakespeare

Classification: Special drama

Participants: 5 to 15 + teacher

Prerequisites: none

Julius Caesar, outstanding historical figure, is not the focal character of this play that bears his name. In fact, he is killed before the middle of the play, returning only once for a brief ghostly visit. Of much greater dramatic interest is Brutus — indeed, the play may be said to be about him. Mark Antony is also of great importance to the play.

The object of this learning activity is for you to see how Shakespeare has dramatized this event of Roman history. We are living through a period of political assassinations; what does this play say to us?

Materials needed: a printed copy of the play JULIUS CAESAR (try to choose a good edition)

writing implement for worksheet and unit test

Optional materials: a record or cassette of the play with an accompanying script

a record or cassette player

Bibliography (suggested reading for further enrichment):

assorted magazine-article length essays on JULIUS CAESAR (your teacher can help you find these articles)

ACTIVITIES:

I. Arrange to meet with a group (from 5 to 15) who will study this play.

II. Arrange with the teacher for meetings of this group.

III. The group will read JULIUS CAESAR by taking assigned roles for oral presentation. If you miss a meeting time be sure to read the material covered during your absence. Oral reading will be accompanied by explanatory remarks by the teacher.

IV. At your option, you may wish to study the play more thoroughly by listening to a one-hour recorded condensation of a dramatic production of the play.

V. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

VI. Arrange with your teacher for the unit test.

LAP # 16-SPDR-1012 WORKSHEET

1. A soothsayer warns Caesar of approaching trouble. Quote his now-famous line.

2. What is Caesar's reaction to this warning?

3. What does this indicate about Caesar's character?

4. Who approaches Brutus to join in the conspiracy to assassinate Caesar?

5. Casca reports that Caesar had the crown "offered him thrice". Who offered the crown?

6. What was Caesar's reaction?

7. How does this later prove to be important?

8. What name was given to the fifteenth of March?

9. Much comment has been made about a technical error of Shakespeare's in JULIUS CAESAR. What is that error?

10. Who is "wife to Brutus"?

11. Calpurnia urges Caesar to stay home on the fatal day. What is Caesar's reaction?

12. What is Caesar's philosophy on death? (II ii 32-37)

13. Speaking of himself, Caesar says, "I am constant as the northern star". How does he mean this to be taken?

    How is it actually taken?

14. Explain the importance of "Et tu, Brute! Then fall, Caesar!"

15. When Brutus ascends to speak how does the crowd feel about the assassination?

16. Why does Brutus permit Antony to address the crowd?

17. What is the irony of Antony's focus upon the word "honourable"?

18. Why does he mention Caesar's will?

19. Act III scene iii serves what purpose(s)?

20. What is the disturbance between Brutus and Cassius and how is it resolved?

21. How does Brutus die?

22. Antony's last lines in the play are an evaluation of Brutus. What is that evaluation?

LAP # 79-SPEC-912 Points: 2

Subject: THE GREAT STONE FACE by Nathaniel Hawthorne

Classification: Special short story

Participants: one

Prerequisites: none

THE GREAT STONE FACE is an allegory. (If you do not know the meaning of the word "allegory", look it up in a dictionary.) On one level it is a story about a boy and a natural rock formation in the area where he lives; on another level it is a statement about MAN and his dreams.

Nathaniel Hawthorne sometimes uses the device of naming characters so that the names reflect information about the characters. Certainly Mr. Gathergold of THE GREAT STONE FACE is a case in point.

The object of this learning activity is for you to be able to translate an allegory into a statement of its meaning.

Materials needed: a copy of the short story THE GREAT STONE FACE
pen and paper

ACTIVITIES:

I. Read Nathaniel Hawthorne's short story THE GREAT STONE FACE.

II. Using a dictionary, look up the meanings of "fable", "parable", and "allegory".

III. On a piece of paper, write why THE GREAT STONE FACE more nearly meets the definition of "allegory" than of "fable" or "parable".

IV. Discuss the allegorical use of the names of Mr. Gathergold and Ernest. (on this same paper)

V. Translate the story into a statement, or moral, which teaches the lesson of Hawthorne's story. If you have trouble with this, discuss it with the teacher.

VI. Staple your paper (on which you have responded to steps III, IV, and V) to this sheet WITH THIS SHEET ON TOP. Be sure your name is on the packet.

VII. Turn in the packet to the teacher. When it is returned to you file it in your notebook.

LAP # 80-STAN-1112 Points: 1

Subject: WAKEFIELD by Nathaniel Hawthorne

Classification: Standard short story

Participants: any number

Prerequisites: none

Nathaniel Hawthorne is one of the outstanding names in American literature. WAKEFIELD is one of a number of Hawthorne's short stories.

The object of this learning activity is for you to read and respond to a well-known short story.

Materials needed: a copy of WAKEFIELD
pen and paper

ACTIVITIES:

I. Read WAKEFIELD by Nathaniel Hawthorne.

II. On paper respond to the story. Tell about it and tell about your feeling about it. Did you like it? Why or why not?

III. Staple your paper to this sheet WITH THIS SHEET ON TOP.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 86-BIOG-912 Points: 5

Subject: MARK TWAIN
Classification: Biography
Participants: any number
Prerequisites: none

One of the greatest names in American literature, Mark Twain is probably best known for his humor. Riverboat pilot, newspaper man, author — Twain led an interesting and varied life and wrote about his experiences with warmth and wit.

The object of this learning activity is for you to learn about the man who gave us such great works as TOM SAWYER and HUCKLEBERRY FINN.

Materials needed: film - MARK TWAIN: BACKGROUND FOR HIS WORKS
movie projector and viewing surface for film
encyclopedia
writing implement for worksheet and unit test

ACTIVITIES:

I. Read about Mark Twain in an encyclopedia.

II. View the film MARK TWAIN: BACKGROUND FOR HIS WORKS.

III. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

IV. Arrange with the teacher for your unit test.

Bibliography: (suggested for further enrichment)
"Mark Twain Tonight", on record or cassette

LAP # 86-BIOG-912 WORKSHEET

1. T F Twain's writings were based on his experience.

2. When was Twain born?

3. Tom Sawyer was a composite of _______ boys Twain knew.

4. Mark Twain was a riverboat pilot for five years. What caused him to discontinue being a pilot?

5. At Virginia City he became the editor of ____________________.

6. From Virginia City he went to ______________________________ to work on a newspaper.

7. Twain's first book, ______________________________________, was published in __________.

8. Twain's wife's name was ____________________________________.

9. How many children did Twain have?

10. What was his real name?

11. Where did he take the name Mark Twain from?

12. Discuss briefly Twain's finances.

LAP # 92-STAN-912 Points: 1

Subject: THE CELEBRATED JUMPING FROG OF CALAVERAS COUNTY

by Mark Twain

Classification: Short story

Participants: any number

Prerequisites: none

This famous short story introduced Mark Twain as a writer of American humor. It was his first published work.

The object of this learning activity is for you to enjoy a well-known humorous yarn.

Materials needed: a copy of the short story "THE CELEBRATED JUMPING FROG OF CALAVERAS COUNTY"

pen and paper

OR art materials for a poster (crayons, watercolors, or such materials)

ACTIVITIES:

I. Read "THE CELEBRATED JUMPING FROG OF CALAVERAS COUNTY" by Mark Twain.

II. (a) write a newspaper article about the contest

OR

(b) on plain white paper draw an illustration for the story using a caption suited to the story

OR

(c) write a poem about the contest

LAP # 113-SPEC-912 Points: 1

Subject: THE CASK OF AMONTILLADO by Edgar Allan Poe
Classification: Special short story
Participants: any number
Prerequisites: none

Edgar Allan Poe was a master of the bizarre; his stories create intense moods. In THE CASK OF AMONTILLADO we find a special kind of horror.

The object of this learning activity is to acquaint you with a masterpiece of short story writing.

Materials needed: a copy of the short story "THE CASK OF AMONTILLADO" by Edgar Allan Poe

writing implement for worksheet and unit test

ACTIVITIES:

I. Decide whether you will study this story alone or with a group.

II. If alone, read the short story and answer the questions on the worksheet of this packet.

If you are studying with a group, either read the story and then meet with the group to discuss it or meet with the group to read the story together orally, taking turns.

III. After you have read the story:

If you studied alone and filled in the worksheet, arrange with the teacher for your unit test.

If you worked with a group and discussed the story as a group, write a brief statement on the back of this packet about your group discussion. Did you use the worksheet questions as a guideline for your discussion? Did you understand the story any better as a result of your discussion? Was the discussion fairly general or did some students monopolize the conversation? Did the members of your group like this story?

LAP # 113-SPEC-912 **WORKSHEET**

1. What is "Amontillado"?

2. The story is written in first person. The speaker is Montresor. How does Montresor feel about Fortunato? Why does he want to "get even" with him?

3. Where did Montresor take Fortunato for the wine?

4. What does "flambeaux" mean?

5. Support or deny this statement:

   Montresor was abnormally vengeful.

6. Why did Fortunato permit Montresor to kill him?

7. At what point did Fortunato realize his situation?

8. How did Montresor kill Fortunato?

LAP # 128-SPEC-912 Points: 2

Subject: WILLIAM WILSON by Edgar Allan Poe
Classification: Special literature
Participants: any number
Prerequisites: none

Edgar Allan Poe, master of the haunting short story, here gives us a tale of pursuit — chilling and strange because of the pursuer.

The object of this learning activity is for you to meet William Wilson.

Materials needed: a copy of the short story "WILLIAM WILSON"
writing implement and paper

Bibliography (suggested reading for further enrichment):

"Miriam", a short story by Truman Capote

ACTIVITIES:

I. Read the short story "WILLIAM WILSON" by Edgar Allan Poe.

II. Write a brief account of the story; also, at the conclusion, add your evaluation of the story. (Did you like it? Why? Or why not?)

III. Staple your paper to this page WITH THIS SHEET ON TOP. Be sure your name is on the front of the packet.

IV. Turn in your packet to the teacher.

V. When your packet is returned to you put it in your notebook.

LAP # 171-VCTN-912 Points: 8

Subject: A TALE OF TWO CITIES by Charles Dickens

Classification: Victorian novel

Participants: any number (can be individual study or "mini-course")

Prerequisites: none

Charles Dickens turned to the time before and during the French Revolution for this tale centered around London and Paris. The characters in this story have become famous in the World of literature:

- -Charles Darnay, whose true identity carries a secret
- -Sydney Carton, who proved his love with the ultimate gift
- -Madame Defarge, whose purposeful knitting served a vengeance
- -Jerry Cruncher, whose loathsome side-line provided him with a vital secret

The purpose of this learning activity is for you to meet these and other famous Dickens characters in this well-known book and for you to become acquainted with more details of this significant historical period. You will also read the writing style of the Victorian era which differs from twentieth century writing.

Materials needed: a copy of A TALE OF TWO CITIES by Charles Dicken
writing implement
OR
cassette tape and cassette player

ACTIVITIES:

I. Decide whether you will study this book as an individual learning project or as a member of a group in a mini-course.

II. If individual, read the book, answer the questions on the worksheet, and arrange with your teacher for the unit test.

If group study, meet with your group and the teacher to determine how the writing and discussions will be assigned. Depending on how the "mini-course" works out, the teacher may or may not choose to give you a test on the unit.

III. Upon completion of the unit, arrange with the teacher to initial your packet and record your points as part of your total points for the semester grade.

LAP # 171-VCTN-912 WORKSHEET

IF YOU ARE DOING THIS PACKET ON AN INDIVIDUAL BASIS, WRITE OUT YOUR ANSWERS TO THE FOLLOWING QUESTIONS AND TURN IN YOUR PACKET FOR THE TEACHER TO CHECK BEFORE YOU TAKE YOUR UNIT TEST.

IF YOU ARE DOING THIS UNIT AS A MEMBER OF A GROUP, THE FOLLOWING QUESTIONS ARE TO BE ANSWERED IN GROUP DISCUSSIONS AFTER THE READING ASSIGNMENTS. THESE DISCUSSIONS ARE TO BE WITH THE TEACHER PRESENT OR ARE TO BE RECORDED ON A CASSETTE TAPE.

"Recalled to Life" (the first six chapters)

1. The first twelve words of this book have been much quoted. Discuss these words and relate them to the setting of the book; then discuss them in a more general way. (clue: choose any period of history)

2. Describe the incident with which the "story" really begins.

3. The first six chapters "jump about" and seem almost incoherent; we are given brief scenes without understanding what is actually going on. What does the author accomplish with this technique? Why is it effective?

"The Golden Thread" (chapters 1 through 9)

4. How does the mystery continue to build in the first chapter of the second book?

5. What was the result of Charles Darnay's trial?

6. For what was he being tried?

7. Why was Lucie Manette agitated at the trial?

8. Who was Miss Pross?

WORKSHEET

9. In chapter seven you are given a picture of an aristocrat. What is the tone of the author in this chapter? How does he shape your feelings?

10. What shows that Dickens considers Monsieur the Marquis inhuman?

"The Golden Thread" (chapters 10 through 16)

11. Charles Dickens is a Victorian novelist. If this same story had been written by a modern writer, how might it differ from the way it is?

12. At the close of chapter ten Doctor Manette returns to his tools. What does this signify?

13. Charles Darnay and Mr. Stryver both seek Lucie's hand in marriage. Compare the contrast in attitudes between the two men. (clue: how does each feel about his own worthiness?)

14. A third man also desires Lucie Manette. Discuss him and his attitude towards himself.

15. In the beginning of the book Jerry Cruncher was used by the author to build suspense. How is the mystery answered in chapter 14?

"The Golden Thread" (chapter 17 through 24)

16. Whom does Lucie marry?

17. What mystery attends her husband?

WORKSHEET

18. Why does Charles Darnay leave England?

"The Track of a Storm" (chapter 1 through 7)

19. What is the other identity of Charles Darnay?

20. What new complication does chapter seven bring?

"The Track of the Storm" (chapter 8 through 15)

21. In chapter nine a third accuser is named. What is surprising about the third accuser against Darnay?

22. What is the gist of Doctor Manette's letter in chapter ten?

23. When Doctor Manette would have fallen to his knees before Darnay, why did Darnay express gratitude to Manette?

24. Discuss the knitting of Madame Defarge.

25. How does Madame Defarge die?

26. What is the function of Jarvis Lorry through the book?

27. How did Sydney Carton save Charles Darnay?

28. The last lines of the book have also been much quoted. Discuss them.

LAP # 222-MODN-912 Points: 12

Subject: THE EIGHTH DAY by Thornton Wilder
Classification: Modern novel
Participants: any number
Prerequisites: none

American author Thornton Wilder was awarded a Pulitzer Prize for THE BRIDGE OF SAN LUIS REY. His play THE MATCHMAKER was the basis for the popular Broadway musical HELLO, DOLLY!

In THE EIGHTH DAY you will find romance and mystery -- and philosophy. You will meet two interesting families: the Ashleys and the Lansings.

The object of this learning activity is for you to read a well-written book by an outstanding author.

Materials needed: a copy of the book THE EIGHTH DAY
writing implement for worksheet and unit test

ACTIVITIES:

I. Read THE EIGHTH DAY by Thornton Wilder.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with the teacher for the unit test.

LAP # 222-MODN-912 **WORKSHEET**

1. What things does the author accomplish in his prologue? (clue: For one thing, he sets a tone for the book.)

2. "The Elms" had been built by ____________ __________________.

3. Sophia started selling lemonade at the station and generally trying to make money. How did her mother react to this?

4. Why did Roger leave for Chicago?

5. Whose idea was it to open the boarding house?

6. How did she persuade her mother to consent to the boarding house?

7. How did they get their first boarders?

8. Why didn't Lily marry Mr. Malcolm?

9. John Ashley sold Evangeline to ______________________________.

10. When John Ashley arrived in Chile he took the name __________ _________________________.

11. Who found the "rat list" in Mr. Bristow's luggage?

12. How did Mrs. Wickersham manage John Ashley's escape?

WORKSHEET

13. Did John Ashley accomplish any good in Chile? ____________
Explain your answer.

14. What name did Roger Ashley take when he went to Chicago?

15. Tell about Roger meeting Lily in Chicago.

16. How did Lily feel about marriage and children?

17. Roger decided he would someday marry ____________ ____________

18. Where had Eustacia met Breckenridge Lansing?

19. Cite some of the differences between Beata and Eustacia.

20. How did Olga Doubkov influence George Lansing?

21. George Lansing was upset because his father

22. Tell about the death of Breckenridge Lansing.

23. Roger and Lily thought they could attract their father's attention by

24. ________________________ took Roger to meet his grandfather at Herkomer's Knob.

25. How did Roger learn the truth about his father's escape?

26. What was that truth?

27. Who had actually killed Breckenridge Lansing?

28. Why?

29. Discuss the way in which the author told this story. How else might he have done it?

30. In the book Thornton Wilder suggests that we don't live life, life lives us. What do you think that means?

31. Discuss the significance of the final sentences of the book.

LAP # 353-SPEC-912 Points: 7

Subject: THE GREAT GATSBY by F. Scott Fitzgerald
Classification: Special literature
Participants: any number
Prerequisites: none

F. Scott Fitzgerald was a twentieth century American writer. His book THE GREAT GATSBY has become a "classic". It was made into a film; it has been the subject of numerous critical essays and articles. It is considered by most critics to be Fitzgerals's greatest work.

The object of this learning activity is for you to learn about THE GREAT GATSBY.

Materials needed: a copy of THE GREAT GATSBY
writing implement for worksheet and unit test

ACTIVITIES:

I. Read F. Scott Fitzgerald's THE GREAT GATSBY.

II. Answer the questions on the worksheet of this packet and use this worksheet as study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

Bibliography (suggested for further enrichment):

LAP # 354-CRIT-912 THE GREAT GATSBY CRITICISM

assorted critical articles and essays

Twentieth Century Views of F. Scott Fitzgerald (in library)

Twentieth Century Interpretations of the Great Gatsby

LAP # 353-SPEC-912 **WORKSHEET**

1. The copyright date of THE GREAT GATSBY is ____________________.
2. The story is written in ___________________ person.
3. The narrator is __________________ ________________________.
4. Gatsby lived at ________________________ Egg.
5. _____________________ was Nick's second cousin once removed.
6. Tell about a typical Gatsby party.

7. Identify Jordan Baker.

8. Identify Dr. T. J. Eckleburg.

9. ______________________________ and ______________________________ live in the "valley of ashes".
10. The McKees, Nick, _______________________ were guests at a party at the apartment of Tom and Myrtle.
11. Myrtle was injured when _______________________ broke.
12. Violence is a dominant factor in THE GREAT GATSBY. List at least six illustrations of violence in the book. (helpful hint: chapter four)

WORKSHEET

13. ____________________ __________________ was Gatsby's father.

14. Explain the difference in wheir last names.

15. The author has preserved a certain air of mystery about Jay Gatsby. How is this done?

16. Discuss the green light across the bay.

17. Describe Nick's first meeting with Gatsby.

18. What was Gatsby's speech mannerism?

19. Identify Wolfsheim.

20. Identify Dan Cody.

21. How did Daisy react when she saw Gatsby's shirts?

22. Whose voice was "full of money"?

23. Why did Wilson want to move away?

24. How was Myrtle killed?

25. Who was driving?

WORKSHEET

26. Foreshadowing is when the author gives you a hint of something that is going to happen later in the story. A discussion between the gardener and Gatsby is an example of foreshadowing in that it called attention to the area where Gatsby would die. Write the exact quote of the gardener, Gatsby's reply, and a brief description of Gatsby's murder.

27. Wilson's wife was ____________________________'s mistress. Why did Wilson kill Gatsby?

28. Discuss the marriage of Tom and Daisy.

29. Who wrote THE GREAT GATSBY?

30. Write a statement about each of the following:

Gatsby and money:

Gatsby and truth:

Gatsby and the past:

Daisy and love:

LAP # 357-SPEC-912 Points: 5

Subject: RIP VAN WINKLE by Washington Irving
Classification: Special literature
Participants: any number
Prerequisites: none

A famous story by the American author Washington Irving serves to comment on the effect of losing touch with reality for any period of time. The very name Rip van Winkle has become synonymous with lack of awareness of current issues.

The object of the learning activity is for you to learn what a Rip van Winkle is.

Materials needed: a copy of the story RIP VAN WINKLE by Washington Irving

writing implement for worksheet and unit test

ACTIVITIES:

I. Read the story RIP VAN WINKLE.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 357-SPEC-912 **WORKSHEET**

1. The Kaatskill Mountains are a "dismembered branch of the great ________________________ family."
2. What was the "great error" in Rip van Winkle's nature?

3. What is a "fowling piece"?

4. In what condition was Rip's farm?

5. T F Rip van Winkle had no children.
6. Rip often strolled in the woods to escape what two things?

7. Rip had a dog named ________________________.
8. The strange little men in the mountains were playing at ________________________________.
9. At first Rip had thought the roar was caused by ________________
10. What caused Rip to fall into a deep sleep?

11. When he awakened he found his gun was

12. He decided to revisit the scene to see if he could get his ____________________ and ____________________.
13. What caused him to examine his chin?

14. When Rip returned to his own house it was

15. What had happened to the sign on the inn?

LAP # 357-SPEC-912

16. A man with handbills asked Rip if he was a ____________________ or ___________________________.

17. When he answered the people became excited because

18. Nicholas Vedder had been dead _____________ years.

19. Rip met Judith Gardenier. Who was she?

20. Who first recognized Rip?

21. Where does Rip live at the end of the story?

22. What is the moral of the story?

23. Name some other 20-year period of history where a Rip van Winkle would experience as much change as the man in Washington Irving's story did.

LAP # 359-SPEC-911 Points: 5

Subject: THE MAN WITHOUT A COUNTRY by Edward Everett Hale
Classification: Special literature
Participants: any number
Prerequisites: none

"Damn the United States! I wish I may never hear of the United States again!"

These words, uttered carelessly in a moment of despair, led to the strange sentence pronounced upon Philip Nolan.

How often do we say things we don't really mean, or things we have notcarefully thought through? What would happen if everything we were to say would be taken literally, if our every statement became truth? It's a frightening thought, really. THE MAN WITHOUT A COUNTRY illustrates this point. But the story says more than that, too.

The object of this learning activity is for you to become acquainted with Philip Nolan and his plight.

Materials needed: a copy of the story THE MAN WITHOUT A COUNTRY
writing implement for worksheet and unit test

ACTIVITIES:

I. Read the short story THE MAN WITHOUT A COUNTRY.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 359-SPEC-911 WORKSHEET

1. The newspaper item mentioned at the beginning deals with the ______________________ of Philip Nolan.

2. What does "esprit de corps" mean? (Pronounced: es-pree de core)

3. _________________ _______, ____________ was the date on which Nolan received his unusual sentence.

4. Why was Nolan called "Plain Buttons"?

5. Nolan thought that every man should have a ____________________ as well as a profession.

6. T F Nolan could speak portugese.

7. Why was there a discussion as to whether or not to cut Texas out of the map?

8. Who finally spoke to Nolan about the United States?

9. Who was President of the United States at that time (#8)?

10. Who wrote THE MAN WITHOUT A COUNTRY?

11. After Nolan died a slip of paper was found in __________________ __________________________.

12. What was his last request?

LAP # 701-VCTN-912 Points: 11

Subject: JANE EYRE by Charlotte Bronte

Classification: Victorian novel

Participants: any number (with several, this could be a "mini-course"

Prerequisites: none

The writers of the popular modern Gothic novels (Mary Stewart, Phyllis Whitney, Victoria Holt, Dorothy Eden, and others) follow a tradition of romantic suspense of which JANE EYRE is a classical masterpiece. This nineteenth century Victorian novel has thrilled readers of all ages for more than a hundred years. It has been filmed and televised.

The object of this learning activity is for you to become acquainted with this VERY well-known book.

Materials needed: a copy of JANE EYRE by Charlotte Bronte
writing implement for thw worksheet and unit test

ACTIVITIES:

I. Read JANE EYRE

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

OR

If you are studying this book as a "mini-course", meet with the instructor to discuss the method of study. YOU WILL NOT NEED TO WRITE OUT THE WORKSHEET ANSWERS.

III. Arrange with the teacher for the unit test.

LAP # 701-VCTN-912 **WORKSHEET**

1. At the beginning of the story Jane lives with her Aunt ___________ and her three cousins _______________, ____________________, and ______________________.

2. They all live at _____________________________.

3. Why was Jane put into the red-room?

4. Why was she frightened to be in the red-room?

5. Bessie had a kind heart but sometimes lacked tact. Comment on her choice of the song she sang to Jane to cheer her up.

6. Identify Mr. Brocklehurst.

7. Mr. Brocklehurst once told Aunt Reed, "consistency, madam, is the first of Christian duties." Yet shortly before he made that comment he had told about a time when his wife and daughters had visited the orphanage. How did he prove himself to be inconsistent?

8. Jane was sent away to school at _____________________________.

9. Who was her favorite teacher there?

10. The author once compared Mr. Brocklehurst to a "black marble pillar". This is an example of diction (the author's choice of words). What does this description imply to you?

WORKSHEET

11. Who was Jane's best friend at Lowood?

12. Comment upon the time when Mr. Brocklehurst set Jane upon a stool and talked about her to the others present in the room.

13. How did Helen die?

14. How did Jane come to leave the orphanage?

15. When Jane first met Mrs. Fairfax she made a mistake about her identity. What was that mistake?

16. Why did Jane move to Thornfield Hall?

17. How did she meet Mr. Rochester?

18. Identify Blanche Ingram.

19. How did the "fortune teller" trick Jane?

WORKSHEET

20. Mr. Rochester had a dog named ________________________.

21. Identify Adele.

22. Adele spoke English and ______________________.

23. Why did Jane return from Thornfield to Gateshead?

24. What had become of John?

25. Why did Aunt Reed not allow John Eyre to adopt Jane when he wrote requesting to do so?

26. What factor provided an air of mystery at Thornfield Hall?

27. What happened at Jane's wedding ceremony that prevented her from getting married?

28. What disclosure did Mr. Rochester make?

29. What request of Mr. Rochester's did Jane refuse, choosing to leave him instead?

30. Foreshadowing is when an author hints through some incident of things that are going to happen. How might the incident of the lightning splitting the oak tree be an example of foreshadowing?

31. Identify Grace Poole.

32. Identify Bertha.

33. St. John Rivers had two sisters, ______________ and ______________.

34. Why did St. John want Jane to marry him?

35. What striking coincidence did Jane discover about the Rivers family?

36. How did Jane support herself at Morton?

37. Identify Rosamond Oliver.

38. Why did Jane return to Thornfield Hall?

39. What did she find?

40. Who wrote Jane Eyre?

LAP # 704-VCTN-1012 Points: 8

Subject: PRIDE AND PREJUDICE by Jane Austen

Classification: Victorian novel

Participants: any number (with a group this can be a mini-course)

Prerequisites: none

Papa Bennet is quietly amused by the people around him; Mama Bennet is desperate to find suitable husbands for her five daughters. The romantic involvements of those daughters makes a charming tale which has delighted readers for more then 150 years.

The object of this learning activity is for you to meet the Bennets — and the other characters of this well-known book.

Materials needed: a copy of Jane Austen's PRIDE AND PREJUDICE
writing implement for worksheet and unit test

ACTIVITIES:

I. Read PRIDE AND PREJUDICE.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

OR

If you are studying with a group, meet with the teacher for assignments and discussions. YOU WILL NOT NEED TO WRITE OUT THE ANSWERS ON THE WORKSHEET.

III. Arrange with the teacher for the unit test.

LAP # 704-VCTN-1012 WORKSHEET

1. Mrs. Bennet was distressed because her daughters could not meet Mr. Bingley until

2. Mr. Bingley had moved into ______________________________.

3. Who was Charlotte Lucas?

4. ______________________ was the eldest Bennet daughter, with ___________________________ next in age.

5. The three remaining Bennet girls were ______________________, ___________________________, and ______________________.

6. What unfavorable impression did Mr. Darcy make?

7. Why did Jane have to stay at Netherfield?

8. _______________________________ was the Bennet home.

9. Why was William Collins planning to come to visit the Bennets?

10. Identify Pemberley.

11. Identify Meryton.

12. ______________________________ married William Collins.

13. Identify Rosings.

14. There was discord between Mr. Wickham and __________________.

15. William Collins made frequent references to Lady Catherine. Why?

16. ______________________________ was an aunt to the Bennet girls.

17. Identify Colonel Fitzwilliam.

18. Discuss Jane Austen's style. (Do her characters talk just as your friends and neighbors do?)

19. PRIDE AND PREJUDICE has been called a "comedy of manners". It is, of course, more than just that. But what customs or mannerisms mark the book and its characters?

20. When Elizabeth visited Pemberley she thought "I might have been

21. The housekeeper at Pemberley had known Mr. Darcy ever since he was __________ years old.

22. ___________________________ ran away with Mr. Wickham.

23. Why did Mr. Darcy feel guilty because of this?

24. Discuss the character of Mrs. Bennet.

WORKSHEET

25. Why did Lady Catherine not want Elizabeth to marry her nephew?

26. Her discussion with Elizabeth left her "displeased". Why?

27. When Elizabeth disclosed her intentions of marrying Darcy her family was surprised because

28. Identify the two characters who are represented in the title of the book.

    That is, ______________________________ personified

    pride, and ________________________________ personified

    prejudice.

    Discuss this more fully.

29. Who wrote PRIDE AND PREJUDICE?

30. Choose any three characters in the book and write a brief character sketch of each, telling about the kind of person that character is.

LAP # 755-GTHN-912 Points: 5

Subject: JANE-EMILY by Patricia Clapp
Classification: Gothic novel
Participants: any number
Prerequisites: none

Louisa wanted to protect Jane from Emily — head-strong, self-willed Emily. Emily's tricks were frightening enough as it was — but the worst part was that Emily had been dead for twelve years!

The object of this learning activity is for you to read a Gothic novel.

Materials needed: a copy of JANE-EMILY by Patricia Clapp
writing implement for worksheet and unit test

ACTIVITIES:

I. Read JANE-EMILY.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

Bibliography (suggested reading for further enjoyment):

MISTRESS OF MELLYN by Victoria Holt
THE TURN OF THE SCREW by Henry James
books by Mary Stewart, Victoria Holt, Georgette Heyer

LAP # 755-GTHN-912 **WORKSHEET**

1. In 1912 Louisa was ____________ years old.
2. Why didn't she want to go away for the summer?

3. Why was she going away?

4. Mrs. Canfield always dressed in ______________________.
5. What was Louisa's first impression of Dr. Adam Frost?

6. Why was Jane upset with Emily's wax doll?

7. Jane wrote a poem about pansies. Why was Louisa upset with it?

8. ____________________ and ____________________ dined on lobster Thermidor.
9. Discuss the letters exchanged between Louisa and Martin.

10. Describe Emily's death.

11. Mrs. Canfield confessed that Emily was unruly because

12. Why did Katie state that she (Katie) was good?

13. Emily's father bought her the reflecting ball because she wanted ______________________________.
14. Discuss the locket worn by Mrs. Canfield.

WORKSHEET

15. List six things ascribed to Emily after she was dead:

(1)

(2)

(3)

(4)

(5)

(6)

16. How did Mrs. Canfield get rid of Emily?

Discuss any one contrivance of the author.

LAP # 802-HISN-911 Points: 8

Subject: THE WITCH OF BLACKBIRD POND by Elizabeth George Speare

Classification: Historical novel

Participants: any number

Prerequisites: none

If someone called you a witch you might be angry -- or amused -- but you would probably not be afraid. There was a time, however, when being called a witch was very serious business, as Kit Tyler learns in this novel of early New England.

The object of this learning activity is for you to meet Kit Tyler and follow her through her adventures in a new land.

Materials needed: a copy of the book THE WITCH OF BLACKBIRD POND
a writing implement for worksheet and unit test

ACTIVITIES:

I. Read the book THE WITCH OF BLACKBIRD POND.

II. Answer the questions on the worksheet of this packet and use this worksheet as a study aid to prepare for the unit test.

III. Arrange with your teacher for the unit test.

LAP # 802-HISN-911 **WORKSHEET**

1. Where had Kit Tyler lived before she came to New England?

2. Why had she come to New England?

3. On what date does the book begin?

4. Who was the captain's son?

5. Identify John Holbrook.

6. Why did Kit jump off the boat?

7. Identify Prudence Cruff.

8. How is Rachel related to Kit?

9. When Nat delivered Kit to Wood's house, what was his parting remark of advice?

10. ____________________ walked with crutches.

11. Kit shared her dresses with her cousins. What happened to prevent the girls from wearing her dresses?

12. John Holbrook was studying with ______________________________ ___________________________________.

WORKSHEET

13. Who was the most eligible bachelor in Wethersfield?

14. Identify Hannah Tupper.

15. What game did Kit suggest for Mercy's students?

16. Why were Mr. Kimberley and the Reverend Woodbridge shocked?

17. How did Mr. Kimberley come to give Kit a second chance?

18. Why had Prudence not been going to school?

19. What gift did Kit present to Prudence to help her learn?

20. ________________, ________________, ________________ were all very comfortable guests of the Witch of Blackbird Pond.

21. What was a husking bee?

WORKSHEET

22. Who put the jack-o-lanterns in William Ashby's windows?

23. Why did the townspeople burn Hannah's house?

24. Who had built the house?

25. Hannah did not want to leave on the Dolphin without

26. Goodwife Cruff was conviced that Hannah escapted by

27. Why was Kit locked up?

28. React to the particular Biblical selections read aloud at the trial by Prudence.

29. Describe the change in relationship between Adam Cruff and his wife.

30. What two marriages were announced in April?

31. What did Nat name his new vessel?

For whom was it named?